

**THE EFFECT OF USING DICTOGLOSS TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE PARAGRAPH OF SECOND-  
GRADE STUDENTS AT MTs DDI  
AT-TAQWA JAMPUE  
PINRANG**



**2019**

SKRIPSI

**THE EFFECT OF USING DICTOGLOSS TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE PARAGRAPH OF SECOND-  
GRADE STUDENTS AT MTs DDI  
AT-TAQWA JAMPUE PINRANG**



By

**FAUZIAH**

**Reg. Num. 14.1300.090**

**Submitted to the English Program of Tarbiyah Faculty of  
State Islamic Institute of Parepare in Partial Fullfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)**

**PAREPARE  
ENGLISH PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

**THE EFFECT OF USING DICTOGLOSS TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE PARAGRAPH OF SECOND-  
GRADE STUDENTS AT MTs DDI  
AT-TAQWA JAMPUE PINRANG**

**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)**



**English Program**

**Submitted by**

**FAUZIAH  
Reg.Num 14.1300.158**

**To**

**PAREPARE**

**ENGLISH PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : Fauziah

The Title of Skripsi : The Effect of Using Dictogloss Technique  
towards Students' Ability in Writing  
Descriptive Paragraph of Second-grade  
Students at MTs DDI At-taqwa Jampue  
Pinrang

Student Reg.Number : 14.1300.090

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab  
Sti.08/PP.00.9/2716/2017

Has been legalized by

Consultants

Consultant : Dr. H. Saepudin, S.Ag., M.Pd.

NIP : 19721216199903 1 001

Co-Consultant : Dr. Magdahalena, M.Hum.

NIP : 19700320 200501 2 006

Approved by:

Dean of Tarbiyah Faculty



*Dr. H. Saepudin, S.Ag., M.Pd.*  
NIP: 19721216 199903 1 001

SKRIPSI

**THE EFFECT OF USING DICTOGLOSS TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE PARAGRAPH OF SECOND-  
GRADE STUDENTS AT MTs DDI  
AT-TAQWA JAMPUE  
PINRANG**

Submitted by

**FAUZIAH**  
Reg.Num 14.1300.090

Had been examined on January 28<sup>th</sup>, 2019 and had been declared that it fulfilled  
the requirements

Approved by

Consultant Commissions

Consultant : Dr. H. Saepudin, S.Ag., M.Pd.

(.....)

NIP : 19721216199903 1 001

Co-Consultant : Dr. Magdahalena, M.Hum.

(.....)

NIP : 19700320 200501 2 006



Rector of IAIN Parepare

**Dr. Ahmad Sultra Rustan, M.Si.**

NIP. 19640427 198703 1 002



Dean of Tarbiyah Faculty

**Dr. H. Saepudin, S.Ag., M.Pd.**

NIP. 19721216 199903 1 001



## ENDORSEMENT OF EXAMINER COMMISSIONS

Name of Student : Fauziah  
The Title of Skripsi : The Effect of Using Dictogloss Technique  
towards Students' Ability in Writing  
Descriptive Paragraph of Second-grade  
Students at MTs DDI At-taqwa Jampue  
Pinrang  
Student Reg.Number : 14.1300.090  
Faculty : Tarbiyah  
Study Program : English  
By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab  
Sti.08/PP.00.9/2716/2017  
Date of Graduation : January 28<sup>th</sup>, 2019

### Approved by Examiner Commissions

Dr. H. Saepudin, S.Ag., M.Pd. (Chairman)  
Dr. Magdahalena, M.Hum. (Secretary)  
Dr. Abdul Haris Sunubi, S.S., M.Pd. (Member)  
Drs. Amzah Selle, M.Pd. (Member)


Cognizant of:

  
Rector of IAIN Parepare  
**Dr. Ahmad Sultra Rustan, M.Si.**  
NIP: 19640427 198703 1 002

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillahillāhi Rabbil Ālamīn*, praise and deep gratitude to Allah swt. for the grace and guidance of Allah swt. given to the researcher that made this skripsi can be completed properly. Greetings and salawat may always be devoted to the prophet Muhammad saw., his family.

The Skripsi entitle “The Effect of Using Dictogloss Technique Towards Students’ Ability in Writing Descriptive Paragraph of Second-grade Students at MTs DDI At-taqwa Jampue Pinrang”. This Skripsi is a requirement for achieving a bachelor of English program of tarbiyah and adab department, State Islamic Institute of Parepare.

The researcher would like to say thanks for all the help that have given either directly or indirectly during the preparation of this final Skripsi to complete. In particular gratitude that are due to:

1. Dr. H. Saepudin, S. Ag. M. Pd., as the first consultant and Dr. Magdahalena, M. Hum., as the second consultant for their provided guidance and encouragement in the preparation of this Skripsi.
2. Dr. Ahmad Sultra Rustan, M.Si., as the Rector of State Islamic Institute of Parepare for the change given to the researcher to finish her study in IAIN Parepare.
3. Dr. H. Saepudin, S.Ag., M.Pd., The chairman of Tarbiyah Faculty of IAIN Parepare, who has given the researcher guideline in writing the research.
4. Kamal and Fadilah, the researcher’s parent who had raised and educated as well as provide support and prayers to the researcher.

5. All lecture of English Program who have already taught the researcher during her study in IAIN Parepare.
6. The employees of English Program of Tarbiyah Faculty, State Islamic Institute of Parepare, on the knowledge, guidance, and assistance for the researcher to finish composing this Skripsi.
7. Ifal, SS., as headmaster of MTs DDI At-taqwa Jampue Pinrang who has allowed the researcher to do the research at school.
8. Nur Alam Alimin, S.Pd.I., as English Teacher of MTs DDI At-taqwa Jampue Pinrang who has given the researcher advices in teaching and doing the research.
9. Her best friends: SM squad (Mardiana Heryanti, Hartina Ma'ruf, Nurwana, Nurjannah, Mutmainnah, Masda, Siti Hasrina, Sri Rahayu Saleh, Sanita, Resky Lestari Ayunanda, Widya Aprianti, Nurul Hikma), Buntu Mondong squad (Risna, Rana, Astad, Nanni, Irsyam, Sapri) and Hamka Latif. Thanks for giving support, motivation and sharing their time and being good friends.
10. All people who have given their help and motivation in writing this Skripsi that the researcher could not mention it one by one.

The researcher realizes that this skripsi has not been perfect, both in terms of material or presentation. The suggestion and constructive criticisms are expected in the completion of this Skripsi. The researcher hopes that this Skripsi can provide things that are useful and add insight to the reader, especially for the researcher.

Parepare, December 5<sup>th</sup>, 2018  
The Researcher

  
**FAUZIAH**

Reg. Number 14.1300.090



## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Fauziah  
Student Reg. Number : 14.1300.090  
Place and Date of Birth : Lanrisang, April 9<sup>th</sup>, 1997  
Study of Program : English Education Department  
Department : Tarbiyah and Adab  
Title of Skripsi : The Effect of Using Dictogloss Technique towards  
Students' Ability in Writing Descriptive Paragraph of  
Second-Grade Students at MTs DDI At-taqwa Jampue  
Pinrang.

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, December 5<sup>th</sup>, 2018

The Writer

  
**FAUZIAH**

Reg. Number 14.1300.090

## ABSTRACT

**Fauziah.** *The Effect of Using Dictogloss Technique towards Students' Ability in Writing Descriptive Paragraph of Second-grade Students at MTs DDI AT-taqwa Jampue Pinrang.* (Supervised by H. Saepudin and Magdahalena).

Writing is the most difficult skill to learn. It needs a method, strategy or technique to makes the students easier to understand a writing text and stimulate the students to be interesting to write a descriptive paragraph. The researcher offered dictogloss technique as a technique to teach writing. The objective of the research was to find out whether dictogloss technique able or not to improve students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang. The result of this research was expected to be useful information in the English teaching and learning process, especially in the teaching writing.

This research used pre-experimental design with pre-test and post-test design approach. There were two variables in this research, they were dependent variable (students' ability in writing descriptive paragraph) and independent variable (the use of dictogloss technique). The population of this research was the second-grade students of MTs DDI At-taqwa Jampue Pinrang which consist of two classes. The researcher used purposive sampling in choosing the sample. The researcher took VIII.1 as the sample of this research and it was consist of 19 students. The instrument of this research was a written test.

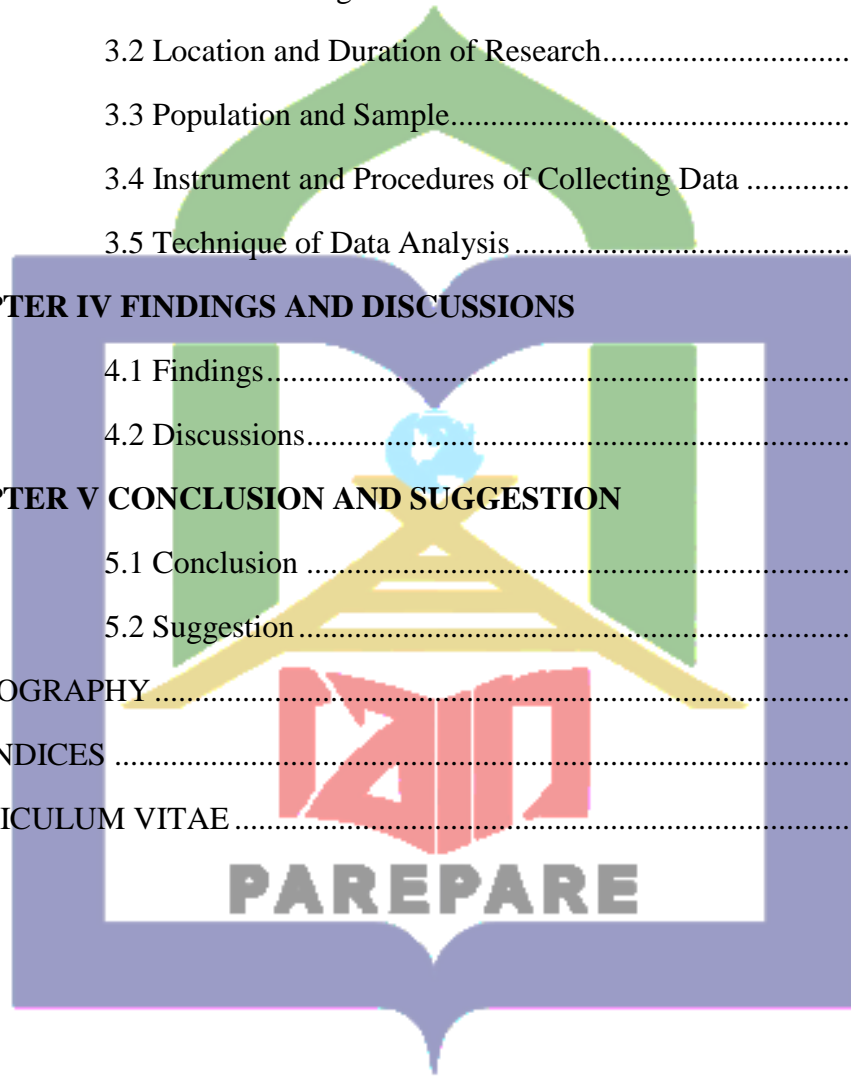
The result of data analysis showed that there was an improvement on the students' ability in writing descriptive paragraph after being treated by dictogloss technique. The statement was proved by the t-test value (9,03) which higher than t-table value (2,101), at the level of significance 0,05 and the degree of freedom was 18. It can be summed up that the null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_1$ ) was accepted because there was a positive effect of using dictogloss technique towards students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang.

**Keywords :** Writing Ability, Descriptive Paragraph, Dictogloss

## TABLE OF CONTENTS

PAGE OF TITTLE	
SUBMITTED PAGE .....	iii
ENDORSEMENT OF CONSULTANT COMMISIONS.....	iv
ENDORSEMENT OF EXAMINER COMMISIONS .....	v
ACKNOWLEDGEMENTS .....	vi
DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT .....	x
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF APPENDICES .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problem Statement .....	4
1.3 Objective of the Research .....	4
1.4 Significance of the Research .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Some Pertinent Ideas .....	6
2.1.1 The Concepts of Writing.....	6
2.1.2 The Concept of Descriptive Text .....	12
2.1.3 The Concept of Dictogloss Technique .....	16
2.2 Some Previous Research Findings .....	21
2.3 Conceptual Framework .....	23

2.4 Hypothesis.....	24
2.5 Variable and Operational of Definition .....	24
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1 Research Design.....	26
3.2 Location and Duration of Research.....	26
3.3 Population and Sample.....	27
3.4 Instrument and Procedures of Collecting Data .....	28
3.5 Technique of Data Analysis .....	32
<b>CHAPTER IV FINDINGS AND DISCUSSIONS</b>	
4.1 Findings.....	37
4.2 Discussions.....	50
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	60
5.2 Suggestion.....	60
BIBLIOGRAPHY.....	62
APPENDICES .....	65
CURRICULUM VITAE.....	90

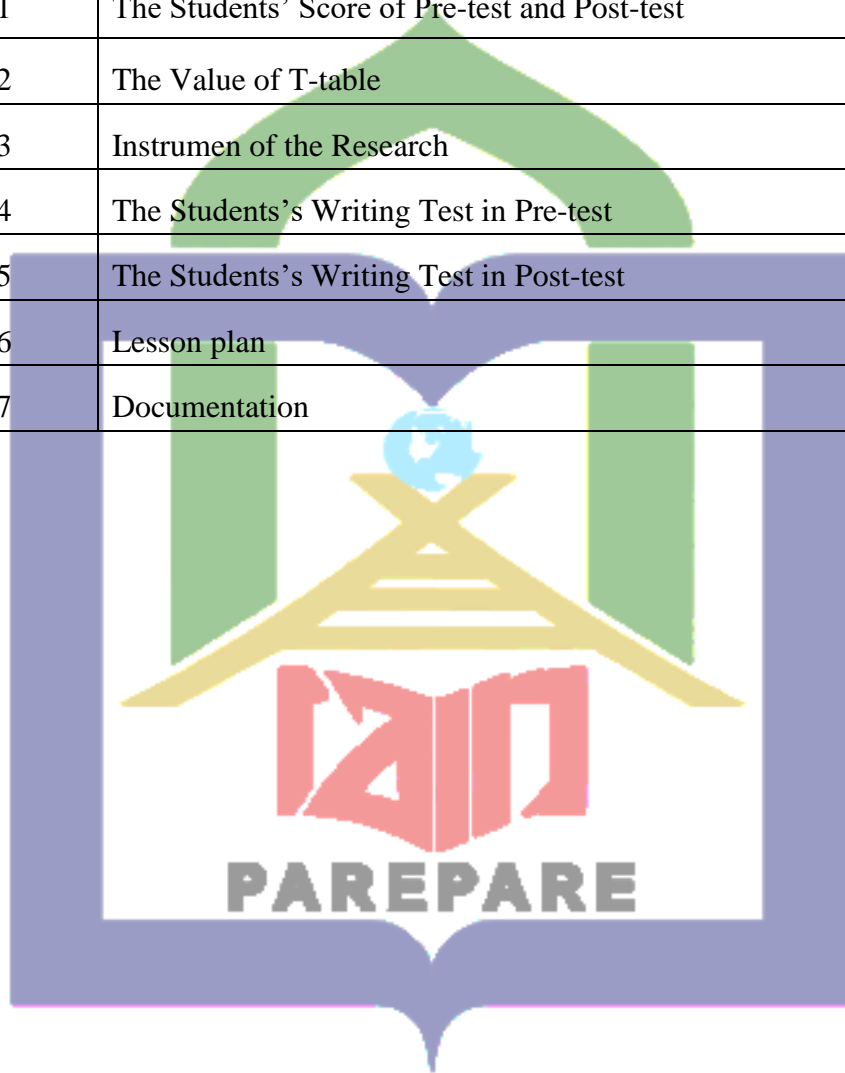


## LIST OF TABLES

Number	Title of Tables	Pages
3.1	The analytical Scoring Rubric for Descriptive Paragraph.	33
3.2	Classification of Students' Score.	34
4.1	The Students' Score in Pre-test Based on Scoring Rubric of Writing Descriptive Text.	38
4.2	The Students' Mean Score in Pre-test.	39
4.3	The Students' Score in Post-test Based on Scoring Rubric in Writing Descriptive Text.	41
4.4	The Students' Mean Score in Post-test.	43
4.5	The Mean Score and Standard Deviation of Pre-test and Post-test	45
4.6	The Rate Percentage of the Frequency of the Pre-test and Post-test	46
4.7	The worksheet of the Calculation of the Score on Pre-test and Post-test.	47
4.8	The Test of Significance	49

## LIST OF APPENDICES

Number	Title of Appendices	Pages
1	The Students' Score of Pre-test and Post-test	64
2	The Value of T-table	65
3	Instrumen of the Research	66
4	The Students's Writing Test in Pre-test	68
5	The Students's Writing Test in Post-test	70
6	Lesson plan	71
7	Documentation	87





## CHAPTER I

### INTRODUCTION

This chapter deals with background of the study, problem statement, objective of the research and significance of the research.

#### 1.1 Background of the Study

Writing is among the most complex human activities. Because, writing involves the development of a design idea, the capture of mental representations of knowledge and of experience with the subject.<sup>1</sup> People write to express their ideas, feelings, opinions, etc. Writing also described as a way to communicate with each other when it impossible to communicate orally. Writing well is not just an option for young people, but it is a necessity because writing can make the people connected each other. Along with other skill writing skill are a predictor of academic success and a basic requirement for participation in civic life and in the global economy. It means writing is one of skills that is important to be mastered especially for English foreign language, because in the globalization era, peoples indirectly forced to be able to communicate through English writing with each people in other country or foreigners, for any purposes by using social media such as Email, Facebook, Line, etc.

Writing is an important skill that students are expected to learn and master besides other skills, like listening, speaking, and reading. It can be said that the students do not only have to learn and be able to understand or get the meaning from

---

<sup>1</sup>Horvath Jozsef, *Advanced Writing in English as a Foreign Language A Corpus-Based Study of Process and Product* (Hongaria: Lingua Franca Csoport, 2001), p.5. [http://www.geocities.com/writing\\_site/thesis](http://www.geocities.com/writing_site/thesis) (accessed on 15 March 2018).

the English text, speech through listening and reading, and be able to speak in English. But, the students also have to learn and be able to write some types of text in English. There are several types of writing that are taught in schools, each educational curriculum has a different type of writing. Based on Kurikulum 2013 for second-grade students of Junior High School, one of those text type that should be learned and master by students is descriptive text. The description is writing about characteristic features of a particular thing. Writing descriptive appeals to the sense because writing descriptive tells how something looks, feels, smells tastes or sounds.

In fact, the students in junior high school still think that writing is difficult to learn by them. Because writing is an almost complex skill which included the all skills of the English. The students have to learn and master writing to enable them to compose texts that can improve their competence to communicate with other people in written form. However, students always get problems when they start writing. They had difficulty to express their opinions and idea. Besides that, they did not know how to make sentences that are grammatically correct because of the lack of vocabulary. The other problem that the students found in writing descriptive are they do not know the material of descriptive itself. It makes them cannot write correctly and make their achievement in writing that was still low.

Based on observation of the research when did teaching practice (Praktek Pengalaman Lapangan) and information sharing with an English teacher in MTs DDI At-taqwa Jampue Pinrang, the researcher found many problems in teaching English, especially in writing. First, the limitation of background knowledge students in English because they get English learning for the first time just in junior high school and all of the students are never attend an English course before, its make the students

have a lack of vocabulary and without vocabulary, the students cannot develop their ideas into a paragraph. Second, less interaction between students and teacher. The teacher often gives direction without facilitating the students directly and it makes the learning process become ineffective because the teachers just focus on the English textbook and it makes the students getting bored easily when they in the classroom. Third, the students difficult in using the generic structure of descriptive text and language features of the descriptive text.

To overcome those problems above there are many ways that can be used to fix and solve them. There are many methods, strategies and techniques that can be used to make the students become actively involved and have good motivation in learning so they can improve their ability in writing. One of them is by applying the dictogloss technique. The researcher is interested to use dictogloss technique to know the technique able or not to improve students' ability in writing. Dictogloss is one of the communicative teaching techniques in language learning which integrates all language skills, like listening, speaking, reading and writing. Because actually, dictogloss for the first time is designed to help students in language learning to improve their understanding of using grammar and it was introduced by Ruth Wajnryb (1990). But, it turns out dictogloss technique also can be used to improve other skills, especially in writing. Dictogloss is a classroom dictation activity where the students listen to the text that read by the teacher, then note down some keywords and work together in groups to create a reconstructed version of the text.<sup>2</sup>

---

<sup>2</sup>Zorana Vasiljefic, "Dictogloss as an Integrative Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol.3 No.1 (March 2010), p.41. <http://www.ccsenet.org/journal/index.php/elt/article/view/5212> (accesed on 29 July 2018).

The researcher expects that applying this technique able to improve students' ability in writing descriptive text. So, based on the explanation above the researcher concluding research with the title "The effect of using dictogloss technique towards students' ability in writing descriptive text at the second grade of MTs DDI AT-TAQWA Jampue Pinrang

## **1.2 Problem Statement**

Based on the background above, the researcher can formulate the problem statement as follow:

"Is the use of dictogloss technique able to improve students' ability in writing descriptive paragraph?"

## **1.3 Objective of the Research**

In relation with the problem statement, the objective of the research can be stated that:

"To find out whether dictogloss technique able or not to improve students' ability in writing descriptive paragraph".

## **1.4 Significance of the Research**

The finding of this research is expected to provide information for the readers, they are:

### **1.4.1 Students**

This research is expected to guide the students to correct the mistakes in writing descriptive paragraph by using dictogloss technique in order to involve themselves in the writing process with enthusiasm. Besides that, the dictogloss

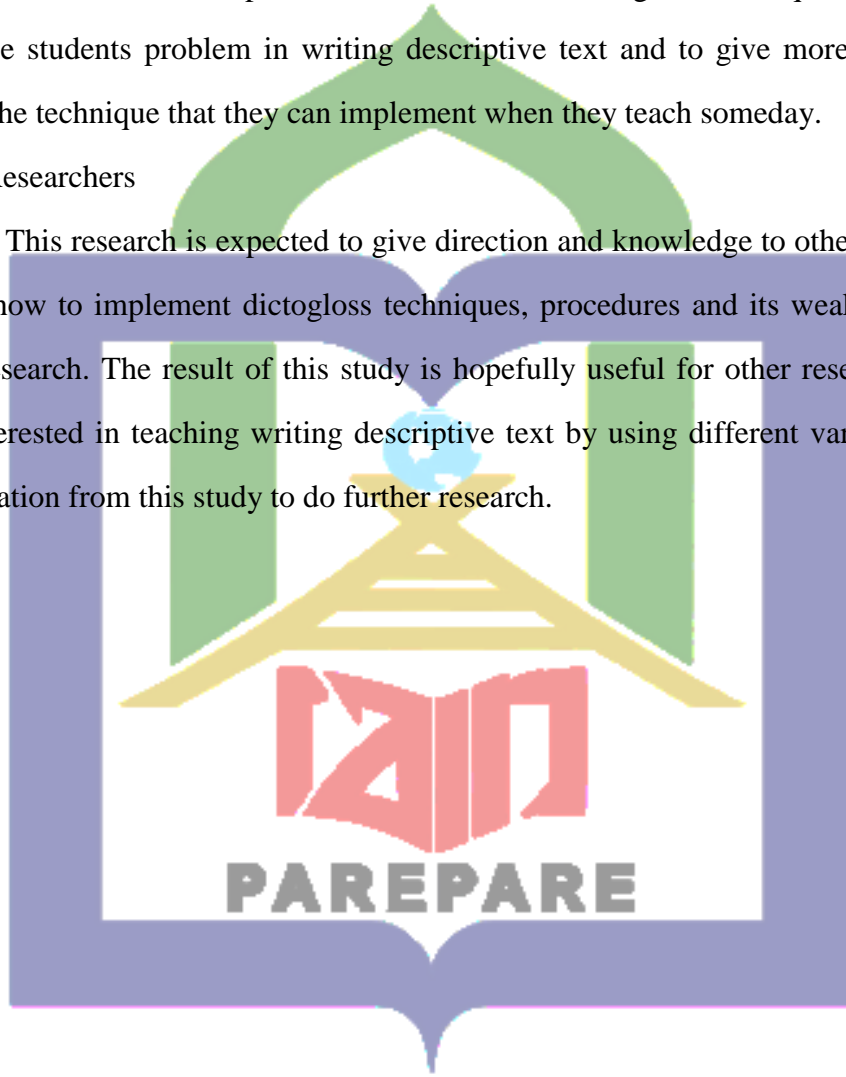
technique is also expected to make the students easier in organizing their idea and opinion in writing.

#### 1.4.2 Teachers

This research is expected the teacher to use dictogloss technique as a new way to solve students problem in writing descriptive text and to give more information about the technique that they can implement when they teach someday.

#### 1.4.3 Researchers

This research is expected to give direction and knowledge to other researchers about how to implement dictogloss techniques, procedures and its weakness for the next research. The result of this study is hopefully useful for other researchers who are interested in teaching writing descriptive text by using different variables to get information from this study to do further research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with some pertinent ideas, previous related research findings, conceptual framework, hypothesis, variable and operational of the variable.

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Writing

##### 2.1.1.1 Definition of Writing

As people who learn English as a foreign language, that should be mastered all skills in English learning. The all skills namely listening, speaking, reading, and writing. These skills are required to master to able to communicate both in spoken and written discourses.<sup>1</sup> In this part, the researcher writes about the definition of writing. There are many opinions from many language experts about the definition of writing.

According to Oxford dictionary, write is marked letters or numbers on a surface with a pen or pencil that produce an idea, opinion, and feeling in written form so that people can read, perform or use it.<sup>2</sup> Besides that, Heaton books stated that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical but also of conceptual and judgemental elements.<sup>3</sup> It can be said that writing is one of the skills that difficult to master, people should be

---

<sup>1</sup>Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trust Media, 2013), p.13.

<sup>2</sup>Oxford University Press, *Oxford Learner's Pocket Dictionary* Third Edition (Printed in China, 2003), p. 516

<sup>3</sup>J.B. Heaton, *Writing English Language Test* (New York: Longman Inc, 1988), p.135.



not just only write their opinions or their ideas in writing a form, but they have to pay attention to the component in writing itself like the grammatical of text.

Langan state about the definition of writing he said writing is a skill like driving, typing or cooking and like any skill that can be learned through practice.<sup>4</sup> Most students think writing is a difficult skill to be master, but actually, writing can be easier to learn if always practices and not worrying about their mistakes in writing. Because writing, not a skill that can be master automatically and instantly for just once or twice practices but writing can be master if it practices continuously.

Based on many opinions above the researcher points out that writing is an activity or a way that can be used to communicate or share any information and ideas with other people through writing form. Writing is a difficult skill to learn in English learning. Although, writing is difficult does not mean writing cannot be master by the students. The students only need to practice as often as possible so that they can increase their ability in writing.

#### **2.1.1.2 Process of Writing**

Writing is not a finished product it is a process that involves several different recurring stages. The results of writing depending on how the process you are going through and in the writing process, there are some stages that should be known by the students to make good writing. It means to make good and effective writing the students should pass through that process. In this part, the researcher will write about the process of writing.

According to Oshima and Hogue writing is a progressive activity. It means that when you write something down you have already known what are you thinking

---

<sup>4</sup>John Langan, *English Skills* 7<sup>th</sup> edition (New York: McGraw Hill, 2001), p.10.

about and how you write it, and you have already know what are you going to say and how are you going to say it. After you have finished writing, you read what are you have written, then make a change and correction. Therefore, writing is never a one-step action. It is a process that has some stages.<sup>5</sup> That opinion similarly with Harmer, according to Harmer writing process divide into four stages, they are planning, drafting, editing (revising), and the last is the final draft. All stages of the writing process will explain below.<sup>6</sup>

#### 2.1.1.2.1 Planning

The first stage of the writing process is the planning stage or pre-writing. Pre-writing is the stage which the students gather what will they write about. In this stage, the students think and choose a topic or theme that they will write, and at the same time, the students have to remember the purpose of their writing. Pre-writing is an activity that helps students to generate ideas and motivate them to write. It can be said that pre-writing will stimulate the students for getting started to write.<sup>7</sup>

#### 2.1.1.2.2 Drafting

In drafting stage, the students start to write down what they are going to say in written form without worrying about grammar, spelling, punctuation or the best wording. Drafting is a stage in the writing process which in the students construct their knowledge or idea, then transform that idea through organizing, selecting, and connecting ideas then develops it in a written form. So, in this stage, the students just

---

<sup>5</sup>A. Oshima and A. Hogue, *Introduction to Academic Writing 2<sup>nd</sup> edition* (New York: Addison Wesley Longman Inc, 1997), p.2.

<sup>6</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p.4-5.

<sup>7</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p.316.

have to write their idea or feeling what they have been planned in the pre-writing stage. Because in this process there is not the time to worrying about grammatical.

#### 2.1.1.2.3 Editing (Revising)

Editing stage is a process of writing which the students check, change and correction their writing. It is impossible the students write a perfect paragraph in their first draft. They surely have some mistakes in their writing. The way to solve their mistakes is called the editing stage. This stage is time to look for mistakes in grammar, punctuation, spelling, capitalization, etc. After that, the students recheck, rethink and then refine the content what they have written to see what might need changing, developing, or deleting so that their writing can be delivered more effectively to the reader.

#### 2.1.1.2.4 Final Versions

The last stage of the writing process is called the final version. Final versions is a stage of the writing process in which the writing result or their correct format is ready to send for their teacher.

Based on the explanation above, the researcher points out that process writing is an activity that should be passed by writers so that their writing form can more effective and their idea can be ably accepted by the reader. Actually, the writing process does not begin with planning and then systematically through writing or drafting, revising and editing. But, each of these stages occurs to recur at any stage during the production of a finished piece of writing. Based on the explanation, it can be said that writing is not a simple task which can be done in a short time. But the writer should be practise as often as possible, so the writer will understand that easy to write a paragraph and they can improve their writing ability.

### 2.1.1.3 Component of Writing

There are five components of the writing which can be used to evaluate the writing ability of students. They namely: content, organization, grammar, word choice and mechanics.

#### 2.1.1.3.1 Content

Content in writing means what the writer want to say, or the message that they want to share with the reader. Content in writing refers to the subject of writing. To selecting the subject of content writing there are formulates guidelines. They are: first, knowledgeable of the subject or content (concern with the source of students knowledge). Second, the focus of the subject or content (concern with how the writer can develop the general subject into a specific one). Third, the interest of the subject or content (concern with whether the students interest to the subject or content, or whether they can attract their interest in the subject or content). Fourth, the manageability of the subject or content (concern with how they can make the subject more manageable, so they are not confusing and in organized it in a certain of pages and in particular form).

#### 2.1.1.3.2 Organizations

Writing is a thinking process. It needs organizing thought, argument and logic. A written text is usually organized and carefully formulated since its composer has time and opportunity to edit it before making it available for reading. If one's writing is clear, concise, and accurate, but the other cannot follow their train of thought because of the text rambles, they have not communicated effectively. Writing must be organized well so that the opinion and idea's writer can deliver effectively to the reader. According to Brown, there are four terms of the organization that is the

effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.<sup>8</sup>

#### 2.1.1.3.3 Grammars

As a matter of fact, writing using strict, standard grammar encourages one to become careful, discipline, and responsible writers. Essentially everything that is rule-based is included here: question transformations, negation, tenses, and sentence combining. These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules. Consequently, writers who keep on breaking the basic grammar, one must first understand the basic components of the sentence.

A correctly constructed sentence consists of a subject and predicate (some sentences also include a phrase or phrases). In a structural description, the grammar of the language is described in term of systematic structures that carry the fundamental propositions (statement, interrogative, negative, imperative) and notions (time, number, gender, etc), by varying the words within these structural frameworks sentences with different meanings can be generated.

#### 2.1.1.3.4 Words Choice

Another aspect which can show the writers' skill is the words choice. Word choice is an essential ingredient of style. The writer must use words that their reader can understand easily. The word has to be right, not nearly right but absolutely right. Because good writing depends on good choice and proper ordering of those words. The uses of words which have obscure meaning, jargons, or abbreviations have to avoided or used with great considerations. In word choice, there are six principles

---

<sup>8</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2<sup>nd</sup> edition* (New York: Longman Group). p.342.

they are, choose understandable words, use specific or precise words, choose strong words, emphasize positive words, avoid overused words, and avoid obsolete words.

#### 2.1.1.3.5 Mechanics

Mechanics including spelling and punctuation also play important role in writing. This section assesses the value of these features as a part of the resources of the written form of the language and their relative importance in writing programs. In mechanics, the more accurate the punctuation and spelling is better. If all the aspects of writing are obeyed by a writer, it can be stated that they are good at writing skill.

### 2.1.2 The Concept of Descriptive Text

#### 2.1.2.1 Definition of Description

According to Longman dictionary, description is a piece of writing or speech that gives details about what someone or something is like a description of an accurate description of the event, the booklet gives a brief description of each place.<sup>9</sup> Besides that, Hogue adds definition about description he said the description is word pictures that tell how something looks, feels, smells, tastes, and sound.<sup>10</sup> It means descriptive is text tells the reader about something, place or person by giving more details in order to visualize what the things will be described in writing form.

Based on some definition above the researcher make a conclusion that descriptive is a process of creating the visual image to appealing the reader or listener sense, in order to hearing, smelling, touching, and testing something by text. Description same with other text that gives knowledge or information to the reader.

---

<sup>9</sup>“Description,” *Longman Dictionary of Contemporary English Online*. <https://www.ldoceonline.com/dictionary/description> (28 April 2018).

<sup>10</sup>Ann Hogue, *First Steps in Academic Writing* (Addison: Wesley Publishing Company Inc, 1996), p.69.



The description is based on observation was did by the writer to describe people, places and things which includes creative speculation and interpretation by the writer. The aim is to allow the reader to see, hearing, and feeling what the describe more clearly and make the reader understand based on the description.

### **2.1.2.2 Generic Structure of Description**

The students have to master the generic structure before start writing a descriptive text to make them easier to arrange the word into good sentences become a good paragraph. The structure of descriptive text follows some particular stages the beginning middle and last of the text. Each text has its own descriptive text, they are identification and organization.<sup>11</sup>

#### **2.1.2.2.1 Identification**

Identification contains about qualities and characteristic the things, people or place that will describe. It can be said identification is part of the text that contains a general description of what will be described by the writer.

#### **2.1.2.2.2 Description**

Description helps the reader better understand the ideas presented. The descriptive writing is organized according to how the person, place, or things exist in the real world. For example, a description of the house might begin with the outside, then move to the inside, and proceed from room to another room. Artono stated that this part describes the part provides the details information about the characteristic of

---

<sup>11</sup>Imelda Wardani , Hasan Basri, and Abdul Waris, “Improving the Ability in Writing Descriptive Text Though Guided-Question”, *e-Journal of English Language Teaching Society (ELTS)*, Vol.2 No.1 (December 2014), p.2.  
<http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/viewFile/3025/2099> (accesed on 24 April 2018)

personality, attitude, physic, specific feature and so on. In other words, an organization is a part of describing subject details.<sup>12</sup>

From the explanation above, the researcher make a conclusion that there are two parts of the generic structure of descriptive text they are identification and description, where the identification is the introduction of the details of when, where and who of the main subject that will be described or it can be said that identification contains general description of text. And the description is part of describing details more clearly of the subject such as characteristic, appearance etc. The description helps the reader to more understand the ideas presented.

### 2.1.2.3 Example of Description

In this part, the researcher will give an example of descriptive text that contains the generic structure of the descriptive text, they are identification and organization. The example of descriptive paragraph as follows:<sup>13</sup>

Identification	I have a toy. It is a doll, a bear doll, and i call it Teddy. Teddy bear is an American origin. My daddy bought it as a present for my tenth birthday anniversary last year.
Description	The dolls is small, fluffy, and cute. It has thick brown fur. When i cuddle it, the fur

<sup>12</sup>Artono Wardiman, Masduki B. Jahur, and M.Sukirman Djusma, *English in Focus: for Grade VII Junior High School(SMP/MTS)* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.122.

<sup>13</sup>Imelda Wardani , Hasan Basri, and Abdul Waris, “Improving the Ability in Writing Descriptive Text Though Guided-Question”, *e-Journal of English Language Teaching Society (ELTS)*, Vol.2 No.1 (December 2014), p.3.  
<http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/viewFile/3025/2099> (accesed on 24 April 2018)

	<p>feels soft. Because my Teddy bear is a doll, i don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When i an at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear so much.</p>
--	--

#### 2.1.2.4 Language Features of Description

Features of written text include the length and layout of the text, the different parts of the text and the cohesive devices, such as the sequencing of the paragraph, that link the parts. A descriptive text focus on the specific participant, use simple present tense use attribute identifying process.<sup>14</sup>

##### 2.1.2.4.1 Focus on Specific Participant

Description focus on the specific participant for the person such as mother, father, or hero like Ir. Soekarno. The specific animal such as cat, rabbit. Specific place such as Waetuo Beach, School, and Garden. The specific things such as a book, handphone and doll. It means that the participant of descriptive text should be specific.

##### 2.1.2.4.2 Using simple present tense.

Simple present tense is tense that explain about condition or actions happening right now or habitual action and occurrences.

<sup>14</sup>Denil Mardiyah, Suanir Suan, and Refnaldi, "The Second-grade Students' Ability in Writing a Descriptive Text at SMP N 1CANDUNG, *Journal of English Language Teaching* Vol.1 No.2 (Maret 2013), p.282, <http://ejournal.unp.id/index.php/jelt/article/view/1963> (accessed on 29 July 2018)

#### 2.1.2.4.3 Using attributive and identifying process

The identifying process is used the verb such put, use and look. Attributive is used to assign a quality to something. And the identifying process is used to identify something thus we often use these verb in descriptive text.

### 2.1.3 The Concept of Dictogloss Technique

#### 2.1.3.1 Definition of Dictogloss Technique

A technique is as a way of implementing the method in a specific way. in this part, the researcher writes about the technique that has been used in her research and the technique named dictogloss. According to Harmer, dictogloss is collaborative writing in which students work together in groups to constructing a text read by the teacher.<sup>15</sup> Similarly opinion about dictogloss technique by Murray, he adds that dictogloss is a learning activity which is helping students to use their own grammar resources to reconstruct a text and become aware of their shortcomings and needs.<sup>16</sup> The researcher points out that dictogloss is a technique in language learning that can be used in writing, dictogloss itself is a technique which the students dictate and then work together to reconstruct a new text in groups that has been read by the teacher.

Besides that, Thornbury stated that dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line.<sup>17</sup> Based on the several opinions above, the researcher concludes that dictogloss

---

<sup>15</sup>Jeremy Hermer, *How to Teach English, New Edition* (England: Pearson Education Limited, 2007), p.119.

<sup>16</sup>Ratna Sari Dewi, "Teaching Writing Throught Digtogloss", *IJEE*, vol. 1 no.4 (2014), p.69. <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/viewFile/1750/1457> (accessed on 18 January 2018)

<sup>17</sup>Scott Thornbury, *How to Teach Grammar* (England: Pearson Education Limited, 1999), p.82.

technique is an integrative skill relatively procedure for language teaching and learning in which students work together to create a new version of text based on a text read by the teacher. Unlike tradition dictation, where the text is read and transcribed clause-by-clause or sentence-by sentences, the dictogloss technique requires learners to process the whole text at once. To do this, they have to capture the meaning of the text, although they may not be able to recall the exact forms in which that meaning is conveyed. Dictogloss also can be described as an activity in English learning which students should work together in groups to make a new their own version.

### **2.1.3.2 Procedures of Dictogloss**

There are four stages in applying Dictogloss they are the following:<sup>18</sup>

#### **2.1.3.2.1 Preparation**

At this stage, students prepared for the subject matter and the text will be hearing. The students also pre-taught or prepared for the vocabulary of the text which seems unknown or unfamiliar to students and difficult for the students to infer. Besides, the teachers also should introduce or explain clearly what dictogloss is and what the students are expected to during dictogloss, and also ensure that the students understand well. It is also suggested to organize students into groups at this stage.

#### **2.1.3.2.2 Dictation**

Davis and Rinvolucri state that dictation is one of those exercises in which, it is well done, teacher's planned activity prompts reaction for students, and simultaneously and immediately subsequently, by all the students in the group.<sup>19</sup> At

<sup>18</sup>Scott Thornbury, *How to Teach Grammar*, p.82-83.

<sup>19</sup>Paul Davis and Mario Rinvolucri, *Dictation New Methods, New Possibilities* (New York: Cambridge University Press, 1988), p.4.

this stage, students hear dictation twice. Which the first time the text is read aloud at a normal speed, then the students only listen and may not write anything in order to get a general feeling for the text. Next, at the second time of dictation is the students should take down notes. The students are encouraged to listen and write content words which will assist or help them in reconstructing the sentence is broken into isolated word units.

#### 2.1.3.2.3 Reconstructing

At reconstructing stage, after the dictation is finished the students work in groups to make their own version of the text. They should discuss with their group's friends then pool their notes of information they have written down at dictation stage and start to reconstruct their version of the text from their shared notes. In this case, the students not need write same words in their draft like as original text but the meaning of their own version should not be different with the original text and grammatically also should be correct.

#### 2.1.3.2.4 Analysis and Correction

The last stage is analysis and correction, which at this stage various version of the text from different groups are analyzed and compared. There are many ways of conducting this last stage. For instance, one of the students from the group as a representative read or write their version on the whiteboard. Whatever method to do this stage that chosen by the teacher, the students should be encouraged to compare the various versions and discuss the language choice made. In this way, errors are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.



Based on the explanation above, the researcher concludes that there are four stages in teaching dictogloss technique they are preparation, dictation, reconstructing and the last is analysis and correction. All of the procedures of the dictogloss technique brings some advantage of each stage. In the reconstruction stage will help the students to compare input to their own representation of the text. Besides, analysis and correction enable the students to know what they have done well and what they need to improve.

### 2.1.3.3 Advantage of Dictogloss Technique

According to Vasiljevic, there are some advantages of the dictogloss technique, they are<sup>20</sup>:

2.3.3.3.1 Dictogloss provide a change for learners to use their grammatical knowledge to reconstruct the dictated-text in reconstructing stage.

2.3.3.3.2 Dictogloss can support learners to find out what they do and do not know about English which is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

2.3.3.3.3 Dictogloss can upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

2.3.3.3.4 Dictogloss facilitates the development of the learners' communicative competence than the traditional method, in which the learning process focused on teacher-centred.

---

<sup>20</sup>Zorana Vasiljefic, "Dictogloss as an Integrative Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol.3 No.1 (March 2010), p.45-46. <http://www.ccsenet.org/journal/index.php/elt/article/view/5212> (accessed on 29 July 2018).

2.3.3.3.5 Useful for vocabulary acquisition too in very much the same way and on top of that, it is especially appropriate for building the writing habit for students.<sup>21</sup>

#### **2.1.3.4 Teaching Writing of Descriptive Text by Using Dictogloss Technique**

In teaching the writing of descriptive text by using the Dictogloss technique should consider the procedures and stages as suggested by the expert. The main stages should be consistent and systematically. Here, the researcher put some additional stages and efforts without diminishing the essence of the dictogloss technique itself. The procedure of dictogloss used by the researcher for teaching writing of descriptive text in this study is as follows.

2.1.3.4.1 The teacher introduces the dictogloss technique aspect and explain clearly to the students about what they are expected to do at each stage of dictogloss. Then, the students divide into some group and each consist of 4 or 5 students. The teacher selection the students into group equally and considerably agree with each student's skills.

2.1.3.4.2 The teacher dictated descriptive paragraph twice to the students in normal speed. At the first dictation, the students are not allowed to do anything except to listen. Then, at the second dictation, the students have to write down or take notes individually about the important information that they can catch from the text read. After that, they are encouraged to write content words in their notes that can help them in the reconstruction stage.

2.1.3.4.3 The students asked to discuss with their friends (in a group) then share their notes to reconstruct their group version text. The students should pay attention to the component of writing, like content, grammar, organization and etc.

---

<sup>21</sup>Jeremy Harmer, *How to Teach Writing*, p.74.

2.1.3.4.4 The teacher asked one of the member in each group to read their work in front of the class. Then, the students asked to analyze other group's work and give feedback by giving a comment or suggestion in the aspect of grammar, organization, spelling, and etc.

2.1.3.4.5 The teacher explains the students' mistakes and the way to solve them.

## 2.2 Some Previous Research Findings

The dictogloss technique is not a new technique in teaching English learning. There are some people who have implemented the dictogloss technique in teaching English writing and other skills as their research. Here the researcher will mention some of the previous researchers who have observed and found the result of their research with use dictogloss technique.

Novia Haryati, the title of her research was "The Effect of Using Dictogloss Technique on Students' Reading Comprehension in Narrative Text at State Junior High School 2 Kampar". She had found that there was a significant effect of using dictogloss technique on students' reading comprehension in narrative text at State Junior High School 2 Kampar. Which the result showed that the score of t-test was 3.861, which greater than t-table at the 5% level of significance (2.01), and at 1% level of significance (2.68).<sup>22</sup>

Handrini Astuti, the title of her research was "The Influence of Using Dictogloss Technique toward Students' Writing Ability in Analytical Exposition Text at the First Semester of the Eleventh Grade of Sma Karya Mataram South Lampung". She had concluded after analyzing the data after gave post-test that there was a

---

<sup>22</sup>Novia Haryati, "The Effect of Using Dictogloss Technique on Students' Reading Comprehension in Narrative Text at State Junior High School 2 Kampar" (Skripsi Sarjana; Faculty of Education and Teacher Training: Riau, 2014), p.v.

significant influence of using dictogloss technique on students' analytical exposition text writing ability of SMA Karya Mataram. Which the result showed that the result of the T-test was 5.80. This result then was consulted to the score of  $t_{critical}$  (level of significant) in this case level of significant 0.05 was 2,02. It can be concluded that the score of  $t^{observed}$  was higher than  $t^{critical}$ .<sup>23</sup>

Abid Choirul Fikri, who is students of Faculty of Tarbiyah and Teachers Training at Syarif Hidayatullah State Islamic University of Jakarta. The title of his research was "The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text". The result showed that  $t_0$  is 3.47 with the degree of freedom (df) was 38. It can be seen that the df and the degree is  $0.05 = 1.68$ . By comparing the value  $t_0 = 3.47$  and T-table on degree significance 1.68. The researcher concludes that there is an improvement of the students' writing skill of descriptive text after being treated by dictogloss technique. It means that there is a positive effect of using the dictogloss technique on students' writing of descriptive text in the first grade of SMA PGRI 56 Ciputat.<sup>24</sup>

From the three previous research finding above, the researcher found that there are similarities and differences with this research that is same discussing the effectiveness of using the dictogloss technique. Nevertheless, there are some differences between this research and three previous research finding above. They

---

<sup>23</sup>Handrini Astuti, "The Influence of Using Dictogloss Technique Towards Students' Writing Ability in Analytical Exposition Text at The First Semester of The Eleventh Grade of SMA Karya Mataram South Lampung in Academic Year of 2016/2017" (Skripsi Sarjana; Tarbiyah and Teacher Training Faculty: Lampung, 2017), p.i.

<sup>24</sup>Abid Choirul Fikri, "The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text (A Quasi-Experimental Study at the First Grade Students of SMA PGRI 56 Ciputat Tangerang Selatan in Academic Year 2015/2016)" (Skripsi Sarjana; Faculty of Tarbiyah and Teacher Training: Jakarta, 2016), p.i.

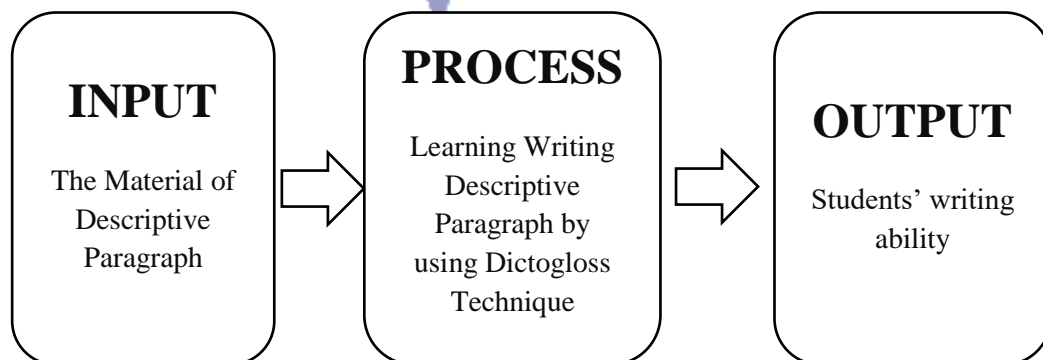
were the research by Novia Haryati, the aim of her research was to know the effect of using the dictogloss technique on students reading skills. But in this research, the researcher used the dictogloss technique in writing skill. In the other side the research by Handrini and Abid, they had the same purposes in using dictogloss to improving students' writing ability although Handrini focuses on improving students' ability in writing analytical exposition text.

Based on the previous research finding above, that shows off three researchers has been done the research with the same technique that is dictogloss technique, although the aim and the design research of three research previous different each other with this research. it means that the dictogloss technique has a good effect to improve the students' ability in all skills of language learning.

### 2.3 Conceptual Framework

Dictogloss is an interesting technique and easy to be learned in teaching writing. Dictogloss can make the students to get and arrange their idea, they can also learn how to share their idea and opinion with their friends, and it will make them learn to work together in a group to fix their problems. In this part, the researcher forwards the theoretical framework about improving writing ability by using dictogloss technique.

The conceptual framework of this research is illustrated as follow:



From the chart above, it can be seen that there are three stages involved in this research, they are input, process, and output stage. Three components are explained in the following.

**Input** : This section refers to writing material of descriptive text that is applied

**Process**: This section refers to teaching writing descriptive text by using dictogloss technique.

**Output** : This section refers to students' ability after using dictogloss technique.

## 2.4 Hypothesis

In this research, the researcher put forward the hypothesis as follow:

- 2.4.1 Null Hypothesis ( $H_0$ ): is the using dictogloss technique can not improving the students' ability in writing descriptive of the second-grade students at MTs DDI AT-TAQWA Jampue Pinrang.
- 2.4.2 Alternatif Hypothesis ( $H_a$ ): is the using dictogloss technique can improving the students' ability in writing descriptive text of the second-grade students at MTs DDI AT-TAQWA Jampue Pinrang.

## 2.5 Variable and Operational Definition

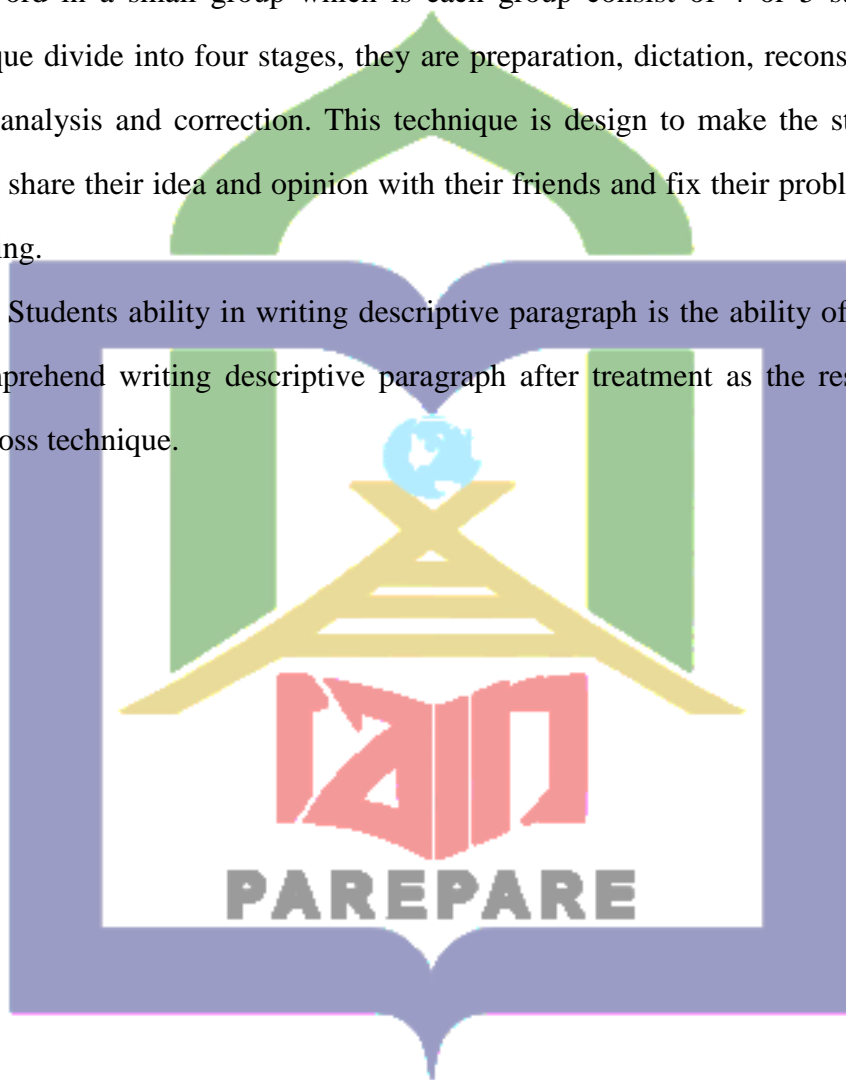
### 2.5.1 Variable

In this research, there are two variable involved dependent variable and independent variable, which are dependent variable is students ability in writing descriptive paragraph and the independent variable of this research is the used of dictogloss technique.

### 2.5.2 Operational Definition of Variable

2.5.2.1 Dictogloss is one technique that can be used in language teaching that can improve students' ability in writing. Dictogloss is an activity which the teacher read a text and the students work together to reconstruct text and make a new version with their word in a small group which is each group consist of 4 or 5 students. This technique divide into four stages, they are preparation, dictation, reconstruct and the last is analysis and correction. This technique is design to make the students learn how to share their idea and opinion with their friends and fix their problems together in writing.

2.5.2.2 Students ability in writing descriptive paragraph is the ability of the students to comprehend writing descriptive paragraph after treatment as the result of using dictogloss technique.





## CHAPTER III

### RESEARCH METHOD

This chapter contains about the research design, location and duration of the research, population and sample, instrument and procedures of collection data, and technique of data analysis.

#### 3.1 Research Design

The research used a pre-experimental method with one group pre-test and post-test design. One group pre-test and post-test design is research design which the subject gives pre-test first then the subject gives treatment, after that, the subject gives post-test so it can be known the result and compared the result before giving treatment and after giving treatment. Surely, this research was it aimed to know whether dictogloss technique able or not to improve students' ability in writing the descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang. The following is the formula:

$$O_1 \quad X \quad O_2$$

O<sub>1</sub>: Pre-tes

X: Treatment

O<sub>2</sub>: Post-test<sup>1</sup>

#### 3.2 Location and Duration of the Research

The location of this research took a place at MTs DDI At-taqwa Jampue Pinrang. Where MTs DDI At-Taqwa Jampue Pinrang is located in Poros Waetueo

---

<sup>1</sup>Sugiyono, *Metode Peneitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&D* (Bandung: Alfabeta, 2015), p.111.

street No. 199 Jampue, Lanrisang. The researcher did the research in six meeting namely once in the pre-test, four times in treatment and once in the post-test. The duration of this research needs less than one month to see the improvement of students' ability in writing decriptive paragraph by dictogloss technique.

### 3.3 Population and Sample

#### 3.3.1 Population

The population is an entire, people, object or events, which all have at least one characteristic in common and must be defined specifically and ambiguously.<sup>2</sup> The population of the research is the second-grade students at MTs DDI AT-TAQWA Jampue Pinrang in academic year 2018/2019. There are two classes of second-grade students at MTs DDI AT-TAQWA Jampue Pinrang. The total population consisted of 40 students.

No.	Class	Male	Female	F
1.	VIII <sub>1</sub>	-	19	19
2.	VIII <sub>2</sub>	21	-	21
The Total of Population				40

(Source: MTs DDI At-taqwa Jampue Pinrang)

#### 3.3.2 Sample

According to Burns, the sample is any part of the population regardless of whether it is representative or not.<sup>3</sup> The researcher used purposive sampling as the technique in choosing the sample. There is only one class that would be the sample in

<sup>2</sup>Robert Burns, *Introduction to Research Method* (Melbourne: Longman Australia Pty Ltd, 2000), p. 83.

<sup>3</sup>Robert Burns, *Introduction to Research Method*, p. 83.

this research and the researcher took VIII.1 as the sample. This class was chosen purposively because the students have a good spirit in learning, but lack of background knowledge, and inappropriate method so it makes the students difficult to master writing skill. This class consist of 19 students.

### **3.4 Instrument and Procedures of Collecting Data**

#### **3.4.1 Instrument**

An instrument is a tool that used for collect the data. This research applied pre-test and post-test as the instrument to find out the students' ability in writing descriptive paragraph before and after giving treatment by using the dictogloss technique. The researcher used writing test in pre-test and post-test in which the students are asked to write descriptive paragraph to measure their ability in writing descriptive paragraph.

#### **3.4.2 Procedure of Collecting Data**

The procedure of collecting data were divided into three stages, they were:

##### **3.4.2.1 Pre-test**

In this stage, the researcher gave the students a writing test as the pre-test. The students asked to write a descriptive paragraph under the title "Waetuo Beach". The test was given to find out and measure the students' ability in writing descriptive paragraph before giving treatment. The pre-test was held on Friday, November 2nd, 2018.

##### **3.4.2.2 Treatment**

After giving a pre-test, the researcher gave treatment to the students in the classroom. In this stage, the researcher used dictogloss technique to develop students'

ability in writing descriptive paragraph in four meetings total 80 minutes in each meeting.

3.4.2.2.1 The first treatment was held on Wednesday, November 7th, 2018

3.4.2.2.1.1 The researcher opened the class by greeting and praying together before teaching writing. Then, the researcher checked the students' attendance and gave motivation to the students. After that, the researcher notified the basic competencies to be achieved.

3.4.2.2.1.2 The researcher introduced the dictogloss technique and explained the advantages and the procedures of the dictogloss technique that would be used in the learning process.

3.4.2.2.1.3 The students were divided into groups which each group consist of 4 or 5 students. The researcher gave a paper to the students, which on the paper contains some keywords that would be come up in the paragraph and a picture that illustrate the topic that used in the teaching process. The topic at the first meeting was about "Library".

3.4.2.2.1.4 The researcher dictated the text twice to the students in normal speed. In the first dictation the students did not write anything and in the second dictation the students wrote down or took note some keywords about the important information that they could catch from the text read without worrying about the best word.

3.4.2.2.1.5 The students were asked to discussed and pooled their notes with their friends and tried to reconstruct their own version and pay attention to the component of writing. The text should not be same at all with the original text, but the meaning should be same as the original text.

3.4.2.2.1.6 The students were asked to chose one of their member's group to read their work in front of the class. Other groups were asked to pay attention what other groups' read and they were asked to analyze and gave feedback by giving comment or suggestion with paying attention of other groups' work in the aspects of content, grammar, mechanics etc.

3.4.2.2.1.7 The researcher gave a conclusion about the material and asked the students to gave questions, after that the researcher answered the questions.

3.4.2.2.1.8 The last the researcher closed the meeting by greeting and pray together.

3.4.2.2.2 The second treatment was held on Thursday, November 8th 2018

3.4.2.2.2.1 The researcher opened the class by greeting and praying together before study. Then, the researcher checked the students' attendance and gave motivation to the students before studying. After that, the researcher notified the basic competencies to be achieved.

3.4.2.2.2.2 The students were asked to sat with their group's friends like at the first meeting. The researcher gave a paper to the students, which on the paper contains some keywords that would be come up in material, and a picture that illustrate the topic that used in the teaching process. The topic in the second meeting was about "The Ant".

3.4.2.2.2.3 The researcher dictated the text twice to the students in normal speed. Which is the first dictation the students do not have to wrote anything and in the second dictation the students wrote down or took note some keywords about the important information that they can catch from the text read without worrying about best word.

3.4.2.2.2.4 The students were asked to discuss and pool their notes with their friends and try to reconstruct their own version and pay attention to the component of writing. The text should not be the same as the original text, but the meaning should be the same as the original text.

3.4.2.2.2.5 The students were asked to choose one of their member's group to read their work in front of the class. Other groups were asked to pay attention to what other groups' read and they were asked to analyze and give feedback by giving comments or suggestions to other groups by paying attention to the aspects of content, grammar, mechanics etc of other groups' work.

3.4.2.2.2.6 The researcher gave a conclusion about the material and asked the students to give questions, after that the researcher answered the questions.

3.4.2.2.2.7 The last the researcher closed the meeting by greeting and praying together.

3.4.2.2.3 The third treatment was held on Wednesday, November 14th, 2018

In the third treatment the researcher repeated all of the activity at the second treatment, and in this meeting, the researcher gave different material about a descriptive paragraph to the students unlike the other meeting before. The topic in the third meeting was about "A Chicken".

3.4.2.2.4 The fourth treatment was held on Thursday, November 15th, 2018

In the fourth treatment the researcher repeated all of the activity at the second meeting, and in this meeting, the researcher gave different material about a descriptive paragraph to the students unlike the other meeting before. The topic in the fourth meeting was about "Favorite Teacher".

3.4.2.3 Post-test

In this stage, the researcher gave the students a writing test as the post-test. The researcher asked the students to write a descriptive paragraph under the title “My Best Friend”. The test was given to find out and measure the students’ ability in writing descriptive paragraph after giving treatment. The post-test was held on Wednesday, November 21st, 2018.

### 3.5 Technique of Data Analysis

The data collected through pre-test and post-test. The data were analyzed by using manual quantitative analysis. The steps would be undertaken in quantitative analyzed are following:

#### 3.5.1 Scoring Classification

To find out the students’ writing ability, it was viewed from the five components of writing, and they were: content, organization, grammar, word choice and mechanic.

Table 3.1 The Analytical Scoring Rubric for Descriptive Writing<sup>4</sup>

ASPEK	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
CONTENT (C) (30%) Topic Detailed	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	

<sup>4</sup>Anisa, “The Effectiveness of Clustering Technique on Students’ Writing Ability of Descriptive Text (A Quasi-experimental Study at the Seventh Grade Students of MTs Islamiyah Ciputat in Academic Year 2016/2017)” (Skripsi Sarjana; Faculty of Education Sciences: Jakarta, 2018) p.16-17.



The next of table 3.1

ASPEK	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
	1	The topic is not clear and the details are not relating to the topic.	
ORGANIZATION (O) (20%) Identification Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
GRAMMAR (G) 20% Use present tense Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
WORD CHOICE (W) 15% Vocabulary	4	Effective word choice and word forms.	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms and not understandable.	

The next of table 3.1

ASPEK	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
MECHANICS (M) 15%	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

$$\text{Score} = \frac{3C + 20 + 2G + 1,5W + 1,5M}{40} \times 10$$

### 3.5.2 The Classification of the Students Score

Table 3.2 Classification of students' score<sup>5</sup>

No.	Classification	Score
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

### 3.5.3 Scoring the Students' Writing of Pre-test and Post-test

$$\text{Score} = \frac{\text{students' correct}}{\text{the total item}} \times 100$$

<sup>5</sup>Depdikbud, *Petunjuk Pedoman Belajar dan Sistem Penelitian* (Jakarta: Depdikbud, 1997), p. 25.

1. Finding out the mean score of students' writing score uses the formula:

$$M = \frac{\sum X}{N}$$

In which:

X: Mean score

$\sum$ : Total Score

N: The total number of students.<sup>6</sup>

2. Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100\%$$

In which:

P: Percentage

F: Frequency

N: Total of number of sample.<sup>7</sup>

3. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

In Which:

T = Test of significance

D = The mean score of difference (X<sub>2</sub>-X<sub>1</sub>)

$\sum D$  = The sum of the total score

<sup>6</sup>Jarome M, Sattler, *Assesment of Children* (San Diego: Jerome M. Sattler publisher, 1988, p.14.

<sup>7</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.81.

$\sum D^2$  = The square of the sum score of difference

N = The total sample.<sup>8</sup>



---

<sup>8</sup>L. R. Gay, *Education Research: Competencies for Analysis and Application Second Edition* (Columbus: Charles E Meril Publishing, 1981), p.331.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two parts, namely the findings of the research and discussion of the research.

#### 4.1 Findings

The finding of this research deal with the classification of the students' pre-test and post-test. To find out the answer to the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know and measure the students' ability in writing descriptive paragraph, while post-test was given after treatment through dictogloss technique. The result of the post-test of this research can answer the question of this research that aims to find out whether dictogloss technique able or not to improve the students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang.

##### 4.1.1 Students' Score in Writing Descriptive Paragraph.

This part covers the result of data analysis about the students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang.

##### 4.1.1.1 The Students' Scores in Pre test

The pre-test had been done before the application of dictogloss technique. It was conducted on Friday, November 2<sup>nd</sup>, 2018. The students was assigned to write a descriptive paragraph. The researcher found the result of the students' score in pre-test based on the scoring rubric of writing descriptive text which refers to five points

they are content, organization, grammar, word choice and mechanics the information is shown in the following table:

Table 4.1 The students' scores in pre-test based on scoring rubric of writing descriptive text

No.	Student	Aspect					TS	FS
		C	O	G	W	M		
1.	Student 1	1	2	1	1	1	12	30
2.	Student 2	1	1	1	1	1	10	25
3.	Student 3	2	2	1	1	1	15	38
4.	Student 4	1	2	1	1	2	14	34
5.	Student 5	1	2	2	2	1	16	39
6.	Student 6	2	1	2	1	3	18	45
7.	Student 7	1	2	1	1	1	12	30
8.	Student 8	1	2	1	1	1	12	30
9.	Student 9	2	2	2	1	1	17	43
10.	Student 10	1	1	1	1	1	10	25
11.	Student 11	2	1	2	1	1	15	38
12.	Student 12	1	1	1	1	1	10	25
13.	Student 13	2	2	1	1	1	15	38
14.	Student 14	1	1	1	1	1	10	25
15.	Student 15	1	2	1	1	1	12	30
16.	Student 16	3	3	1	2	1	22	54
17.	Student 17	1	1	2	1	2	14	34
18.	Student 18	1	1	1	1	1	10	25
19.	Student 19	2	3	2	1	1	19	48

In which:

C : Content                      W : Word Choice  
 O : Organization                M : Mechanics  
 G : Grammar                    TS : Total Score  
 FS : Final Score

After knowing the students' score in pre-test based on scoring rubric of writing descriptive text, the researcher presented the mean score of the students' pre-test.

Table 4.2 The students' mean scores in pre-test

Student	Pre-test of the students (X1)			Classification
	Max Score	Score (Xx)	$Xx^2$	
Student 1	40	30	900	Very Poor
Student 2	40	25	625	Very Poor
Student 3	40	38	1444	Very Poor
Student 4	40	34	1156	Very Poor
Student 5	40	39	1521	Very Poor
Student 6	40	45	2025	Poor
Student 7	40	30	900	Very Poor
Student 8	40	30	900	Very Poor
Student 9	40	43	1849	Poor
Student 10	40	25	625	Very Poor
Student 11	40	38	1444	Very Poor
Student 12	40	25	625	Very Poor
Student 13	40	38	1444	Very Poor



The next of table 4.2

Student	Pre-test of the students (X1)			
	Max Score	Score (Xx)	Xx2	Classification
Student 14	40	25	625	Very Poor
Student 15	40	30	900	Very Poor
Student 16	40	54	2916	Poor
Student 17	40	34	1156	Very Poor
Student 18	40	25	625	Very Poor
Student 19	40	48	2304	Poor
		$\sum Xx = 656$	$\sum Xx^2 = 23984$	

The table above that shows the result of students' writing score before the application of dictogloss technique. There were fifteen students who gained a very poor scores, and four students gained poor scores. The total score in pre-test was 656. It indicates most of the VIII.1 students' writing ability is very low, because most of the students gained a very poor score. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students score in pre-test of table 4.2

Firstly, the researcher calculated the mean score of the pre-test.

$$M = \frac{\sum Xx}{N}$$

$$M = \frac{656}{19}$$

$$M = 34,53$$

So, the mean score (Xx) of pre-test is **34,53**

Secondly, the researcher calculated the standard deviation of the pre-test:

$$M = \sqrt{\frac{\sum Xx^2 - \frac{(\sum Xx)^2}{N}}{N - 1}}$$

$$M = \sqrt{\frac{23984 - \frac{656^2}{19}}{19 - 1}}$$

$$M = \sqrt{\frac{23984 - \frac{430336}{19}}{18}}$$

$$M = \sqrt{\frac{23984 - 22649,27}{18}}$$

$$M = \sqrt{\frac{1334,73}{18}}$$

$$M = \sqrt{74,15}$$

$$M = 8,6$$

So, the result of the standar deviation of the pre-test is **8,6**

#### 4.1.1.2 The Students' Score in Post-test

The post-test had been done after applying of dictogloss technique. It was conducted on Wednesday, November 21<sup>st</sup>, 2018. The students' score in post-test would be presented in the following table:

Table 4.3 The students' score in post-test based on scoring rubric of writing descriptive text

No	Student	Aspect					TS	FS
		C	O	G	W	M		
1.	Student 1	3	3	2	2	2	25	63
2.	Student 2	3	3	2	2	1	24	60

The next of table 4.3

No	Students	Aspect					TS	FS
		C	O	G	W	M		
3.	Student 3	3	3	2	2	2	25	63
4.	Student 4	2	2	2	2	2	20	50
5.	Student 5	3	4	2	3	2	29	73
6.	Student 6	3	3	2	3	2	27	68
7.	Student 7	3	2	2	2	1	22	55
8.	Student 8	3	3	2	2	2	25	63
9.	Student 9	3	3	2	2	2	25	63
10.	Student 10	2	2	2	2	2	20	50
11.	Student 11	2	3	2	2	2	22	55
12.	Student 12	4	3	3	2	2	30	75
13.	Student 13	2	3	2	2	2	22	55
14.	Student 14	2	2	1	1	1	15	38
15.	Student 15	2	2	2	2	2	20	50
16.	Student 16	4	4	3	3	2	34	85
17.	Student 17	2	2	2	1	1	17	43
18.	Student 18	2	1	1	2	1	15	38
19.	Student 19	2	2	2	2	2	20	50

In which:

C : Content

W : Word Choice

O : Organization

M : Mechanics

G : Grammar

TS : Total Score

FS : Final Score

After knowing the students' score in post-test based on the scoring rubric of writing descriptive text. The researcher presented the mean score of the students' pre-test.

Table 4.4 The students' mean score in post-test

Student	Post-test of the students (Xy)			
	Max Score	Score (X <sub>y</sub> )	X <sub>y</sub> <sup>2</sup>	Classification
Student 1	40	63	3969	Fair
Student 2	40	60	3600	Fair
Student 3	40	63	3969	Fair
Student 4	40	50	2500	Fair
Student 5	40	73	5329	Good
Student 6	40	68	4624	Fair
Student 7	40	55	3025	Poor
Student 8	40	63	3969	Fair
Student 9	40	63	3969	Fair
Student 10	40	50	2500	Poor
Student 11	40	55	3025	Fair
Student 12	40	75	5625	Good
Student 13	40	55	3025	Fair
Student 14	40	38	1444	Very Poor
Student 15	40	50	2500	Poor
Student 16	40	85	7225	Good
Student 17	40	43	1849	Poor
Student 18	40	38	1444	Very Poor
Student 19	40	50	2500	Poor
		<b>∑X<sub>y</sub> = 1097</b>	<b>∑X<sub>y</sub><sup>2</sup> = 66091</b>	

The table above that shows the result of students' writing score after the application of dictogloss technique. There were two students who got the very poor scores, five students got the poor scores, nine students got fair scores and three students got good scores. The total scores in post-test is 1097. It means that the students' ability in writing descriptive paragraph was significantly better after getting the treatment. The following are the process of calculation to find out the mean score and standard deviation based on the calculation of students score in post-test of table

4.3.

$$M = \frac{\sum Xy}{N}$$

$$M = \frac{1097}{19}$$

$$M = 57,74$$

So, the mean score ( $X_y$ ) of post-test is **57,74**

The following are the process of calculation of standard deviation in post-test:

$$SD = \sqrt{\frac{\sum Xy^2 - \frac{(\sum Xy)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{66091 - \frac{1097^2}{19}}{19 - 1}}$$

$$SD = \sqrt{\frac{66091 - \frac{1203409}{19}}{18}}$$

$$SD = \sqrt{\frac{66091 - 63337,32}{18}}$$

$$SD = \sqrt{\frac{2753,68}{18}}$$

$$SD = \sqrt{152,98}$$

$$SD = 12,37$$

So, the result of the standard deviation of the post-test is **12,37**.

#### 4.1.1.3 The Comparison between the Students' Scores in Pre-test and Post-test

The result of the pre-test and post-test showing in the following table:

Table 4.5 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	34,53	8,6
Post-test	57,74	12,37

The data above showed that there was an improvement while doing pre-test up to post-test, in pre-test had score 34,53 and the post-test score increased become 57,74. Besides that, the standard deviation of pre-test was 8,6 while the standard deviation of post-test was 12,37.

As the result at this item was the mean score of the post-test was greater than the result of mean score in the pre-test. It can be concluded that the students' ability in writing descriptive paragraph had improvement after doing the learning process that used the dictogloss technique. Although there were two students still got very poor score, but the other students show their improvement in writing descriptive paragraph after doing treatment with used dictogloss technique.

#### 4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	86-100	0	0	0	0
2	Good	71-85	0	3	0	15,79
3	Fair	56-70	0	9	0	47,37
4	Poor	41-55	4	5	21,05	26,31
5	Very Poor	≤40	15	2	78,95	10,53
Total			19	19	100%	100%

Table 4.6 showed the students' percentage of pre-test was most common in very poor score namely fifteen students and it was the high percentage 78,95%. Besides that, there is no student got a very good score, in fact, there is no student who got a good score. It means the students' ability in writing descriptive paragraph was still very low. Whereas, the percentage of post-test indicated that there was an increasing percentage of the students in writing descriptive paragraph because there were three students gained good scores with the percentage is 15,79%. Even though, as can be seen, in a great majority of the score was fair score namely nine students with the percentage is 47,37%. But, in this case, there were two students still got a very poor score. It can be concluded that there was an increasing percentage after doing pre-test up to post-test.

4.1.2 Dictogloss Technique is Able to Improve the Students' Ability in Writing Descriptive Paragraph of Second-grade Students at MTs DDI At-taqwa Jampue Pinrang



This part discusses the result of data analysis about dictogloss technique able to improve students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang.

#### 4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The worksheet of the calculation of the score on pre-test and post-test

No	$X_x$	$X_y$	$(X_x)^2$	$(X_y)^2$	$D(X_y - X_x)$	$D(X_y - X_x)^2$
1	30	63	900	3969	33	1089
2	25	60	625	3600	35	1225
3	38	63	1444	3969	25	625
4	34	50	1156	2500	16	256
5	39	73	1521	5329	34	1156
6	45	68	2025	4624	23	529
7	30	55	900	3025	25	625
8	30	63	900	3969	33	1089
9	43	63	1849	3969	20	400
10	25	50	625	2500	25	625
11	38	55	1444	3025	17	289
12	25	75	625	5625	50	2500
13	38	55	1444	3025	17	289
14	25	38	625	1444	13	169
15	30	50	900	2500	20	400

The next of table 4.7

No	$X_x$	$X_y$	$(X_x)^2$	$(X_y)^2$	$D(X_y - X_x)$	$D(X_y - X_x)^2$
16	54	85	2916	7225	31	961
17	34	43	1156	1849	9	81
18	25	38	625	1444	13	169
19	48	50	2304	2500	2	4
<b>Total</b>	<b>656</b>	<b>1097</b>	<b>23984</b>	<b>66091</b>	<b>441</b>	<b>12481</b>

In the other to see the students' score, the following is t-test was statistically applied the formula:

$$D = \frac{\sum D}{N} = \frac{441}{19} = 23,21$$

The calculation of the t-test value as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{23,210}{\sqrt{\frac{12481 - \frac{441^2}{19}}{19(19-1)}}$$

$$t = \frac{23,210}{\sqrt{\frac{12481 - \frac{194481}{19}}{19(19-1)}}$$

$$t = \frac{23,210}{\sqrt{\frac{12481 - 10235,84}{19(18)}}$$

$$t = \frac{23,210}{\sqrt{\frac{2245,16}{342}}}$$

$$t = \frac{23,210}{\sqrt{6,6}}$$

$$t = \frac{23,210}{2,57}$$

$$t = 9,03$$

Thus, the t-tst value is **9,03**

Table 4.8 The Test of Significance

Variable	T-test	T-table value
Pre-test – Post-test	9,03	2,101

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result of students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N- 1 \\ &= 19-1 \\ &= 18 \end{aligned}$$

For the level, significant (p) 5% and df = 18, and the value of the table was 2,101. While the value of t-test was 9,03. It can be concluded that the t-test value was greater than t-table ( $9,03 \geq 2,101$ ). Thus, it means that the students' ability in writing descriptive paragraph was significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_1$ ) was accepted. It has

been found that there was an improvement of dictogloss technique on students' ability in writing descriptive paragraph.

## 4.2 Discussion

### 4.2.1 The Improvement of Students' Ability in Writing Descriptive Paragraph through Dictogloss Technique

By looking at the test finding, from the data provided in the classification table based on the aspect of writing, clearly to see that there were no students who got very good score and good score. There were four (21,05%) students got poor score and fifteen (78,95%) students got very poor score. Whereas, in the post-test, there were three (15,79%) students got good score, nine (47,37%) students got fair score, five (26,31%) students got poor score and two (10,53%) students got very poor score. From the result, the researcher concluded that the students' ability in writing descriptive improved from very poor up to good classification.

Here were some examples that dictogloss technique able to improve students' ability in writing descriptive paragraph by looking at the aspect of writing, they were the content, organization, grammar, word choice and mechanics. The statement was proved by looking at the students' work in pre-test and post-test. Look at the following writing test.

Example:

1. Student 16, her name is St. Zahra Saini in Pre-test, she got 54 scores in the pre-test and then increased become 84 scores in the post-test. According to her exercise in the pre-test, the topic was complete and clear but the details are not relating to the topic, in the organization in which there were two points in this part, they were identification and description she got 3 points because her identification was arranged

with almost proper connectives. Besides that, her grammar and agreement still inaccuracies. Then, she had limited range confusing words and word form. As well as she still had dominated by errors spelling, punctuation, and capitalization. After implementing dictogloss technique in the classroom the researcher doing post-test to the students. Apparently, there was an improvement to the students' ability in writing descriptive paragraph. It can be seen by looking the test worked by St. Zahra Saini. Her topic was complete and clear, and the details were relating to the topic. Then, her identification was almost complete, and the description was arranged with almost proper connectives. Besides that, few of her grammatical or agreement inaccuracies, but not affect on meaning. She had few misuses of vocabularies, word forms, but not change the meaning. Although, she had frequent spelling, punctuation and capitalization.

2. Student 16, her name is Irmaya Alyasari. She got 39 scores in the pre-test and then increased become 72 scores in the post-test. By looking at her exercise. In content, she got 1 score in pre-test but increase in post-test with 3 scores. In addition, looking by her organization. She got 3 scores in the pre-test, her identification was not complete and her description was arranged with few misuses of connectives, but in post-test her topic was complete and descriptions were arranged with proper connectives so the researcher gives 4 points for her organization. Besides that, she got 2 scores in grammar at the pre-test and at the post-test she still had numerous grammatical or agreement inaccuracies like at the pre-test. Her word choice also increased from 2 scores up to 3 scores, and her mechanics from 1 score up to 2 scores.

In terms of students' scores in generating ideas, the researcher got the result from the research that dictogloss technique gave influence for the students to have good motivation, made them easier to organize their idea, and made a relationship with their friends in the group to fix their problems together. Because dictogloss is a technique with the main concept is to building and supporting enjoyable classroom environment by engaging students to be actively involved in groups when doing class activities, and dictogloss give a lot of opportunities to interact each other. Besides, dictogloss has some stages that facilitate the students to improve their writing ability. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then, the correction and analysis stage provides feedback that facilitates them to correct their mistakes in writing aspects namely content, organization, grammar, word choice and mechanics. It can be concluded that dictogloss made the students to more interested and easier to write a descriptive paragraph . It can be seen by looking the mean score of students' pre-test (34,53) before giving treatment by using dictogloss technique and increase become 57, 74 in post-test after giving treatment in four times by using dictogloss technique. It means there were differences and development before and after used dictogloss technique in teaching writing.

The use of dictogloss technique was able to develop the students' ability in writing decriptive paragraph. It was supported by some previous related research findings. One of them was Abid Choirul Fikri (2016), he said that dictogloss technique had a positive effect in learning writing of descriptive paragraph. The students' motivation was increased due to teamwork and the students who had lower ability can asked and discussed their weakness to the students who had the higher

ability in teaching writing. It means that dictogloss technique made the students more interesting in teaching writing because if they found problems in teaching process, they could get the solution from their other friends. That statement was supported by Vasiljevic (2010), she mention that Dictogloss promotes learners' autonomy. Students are expected to help each other to recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve. It can be concluded that dictogloss could made the students more interesting in learning of writing descriptive paragraph. Because, through active learner involvement students come to confront their own strengths and weaknesses in English language use. In so doing, they find out what they do not know, then they find out what they need to know.

Based on the result of the research above the theory in the previous chapter, it can be concluded that using dictogloss technique could improve the students' ability in writing. It is because students were involved in the reconstruction stage and correction and analysis stage. It implies that the researcher needs to use dictogloss technique. And dictogloss could improve the students' participation in English teaching and learning process. It means that dictogloss had a possitive effect to improved the students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang.

#### 4.2.2 The Ways of the Implementation Dictogloss Technique in Improving the Students' Ability in Writing Descriptive Paragraph

To find out how the dictogloss technique able to improve the students' ability in writing descriptive paragraph, the researcher got some pieces of information from

the students' activities in learning process. According to Harmer (2007), dictogloss is collaborative writing in which students work together in groups to constructing a text read by the teacher. In applying dictogloss technique there were four stages, namely: preparation, dictation, reconstructing and analysis and correction. Where in the first stage it was preparation stage. The students were prepared for the topic or the text that would be heard in dictation stage. The students were gave some keywords about the topic that would come up at dictation stage and a picture to illustrate the topic. Next, the dictation stage was the students would hear the paragraph read by the teacher twice in normal speed. In the first dictation, the students only listened and did not wrote anything. But, in the second dictation, the students should have take notes about the important information that they could caught from the paragraph read, those notes would help them in reconstructing stage. The third stage was reconstructing, this stage was the central part of dictogloss technique, according to Vasiljevic (2010) dictogloss technique is an effective way of combining individual and group activities, it is because dictogloss combines individual and group activities which the students work together to reconstruct the text by their own individual cognitive skill. At reconstructing stage the students should pool their notes that they could caught in the dictation stage, the students should be discussed with their group's members to reconstruct the paragraph together. The students should pay attention to the component of writing. They were the content, organization, grammar, word choice and mechanics. Besides that their paragraph should not be same as the original, but the meaning should be the same as the original paragraph. Reconstruction stage helps the students to compare input to their own representation of the text. And the last stage was analysis and correction. At this stage, the others group would analyze other



groups' paragraph, then gave them correction by giving comment or suggestion. This stage would help the students to identify their strengths and weakness. It can be concluded that the analysis and correction stages help the students to diagnose their own skills. It makes them aware of what they know and what they do not know about in target language.

There were six meetings for doing this research, two meeting for doing the test (once in the pre-test and once in post-test) and four meetings for doing the treatment to prove that dictogloss technique can improve the students' ability in writing descriptive paragraph. At the first meeting, the researcher gave pre-test to the students. The students were asked to write a descriptive paragraph under the title "Waetuo Beach". It aimed to know the students' ability in writing descriptive paragraph before got the treatment. The researcher gave the score to the students' work based on the scoring rubric of writing descriptive text.

In the second meeting, the researcher started to convey what the material that would be learned by the students and introduced the dictogloss technique. In this case, the researcher explained what dictogloss technique, procedures of dictogloss and the advantages of the dictogloss technique. The researcher taught descriptive paragraph through dictogloss technique. The material was four topics for four meetings. There was one writing paragraph given for each meeting with a different title. The material of this meeting was about "Library". Firstly, the students were divided into groups which each group consist of 4 or 5 students. The researcher gave a paper to the students, which on the paper contains some keywords that would be come up in material and a picture that illustrates the topic that used in the teaching process. Secondly, The researcher dictated the text twice to the students in normal

speed. Which is the first dictation the students did not write anything and in the second dictation the students wrote down or took note some keywords about the important information that they could catch from the text read without worrying about the best word. Thirdly, the students were asked to discussed and pooled their notes with their friends to tried to reconstruct their own version and pay attention to the component of writing. The text should not be same at all with the original text, but the meaning should be same as the original text. Next, the students were asked to chose one of their member group to read their work in front of the class. Other groups were asked to pay attention what other groups' read and they were asked to analyzed and gave feedback by giving comment or suggestion with paying attention of other groups' work in the aspect of content, grammar, mechanics etc. The researcher gave a conclusion about the material and asked the students to gave questions, after that the researcher answered the questions. At the end of this meeting, the researcher gave the conclusion that the students' still had many mistakes in writing descriptive paragraph. It was because of the students unfamiliar with the treatment it made them still confused and awkward during the treatment.

The third meeting was the same as the second meeting. The researcher taught writing descriptive paragraph through dictogloss technique. But, in this meeting, the researcher did not introduce the dictogloss technique anymore. Before doing the dictogloss technique the students were asked to sit with their friends' group like in the first meeting. The researcher gave a different topic for this meeting. The topic of this meeting was about "The Ant". The researcher started to dictate the text twice to the students in normal speed. Which is the first dictation the students did not have to write anything and in the second dictation the students wrote down or took note some

keywords about the important information that they could caught from the text read without worrying about best wording. Next, the students were asked to discussed and pooled their notes with their friends and tried to reconstruct their own version and pay attention to the component of writing. The text should not be same at all with the original text but the meaning should be same as the original text. Then, the students were asked to chose one of their member's group to read their work in front of the class. Other groups were asked to pay attention what other groups' read and they were asked to analyze and gave feedback by giving comment or suggestion with paying attention of other groups' work in the aspects of content, grammar, mechanics etc. At the end of the meeting, the researcher gave a conclusion about the students' mistake in writing descriptive paragraph. Most of the students had the mistake in using "there is, there are, have, has", some of them still difficult to choose the best word to arranged became a good sentence. Besides that they still had mistakes in the mechanics of their paragraph. They had some mistakes in punctuation, capitalization and spelling. In this meeting was different with the second meeting because this meeting the students started to mastered the role of the technique and it made the students feel relax and enjoyable, so the class was run succesfully.

In the fourth meeting was the same with the third meeting. But, in this meeting, the researcher gave a different topic to the students, the topic at this meeting was about "A Chicken". In this meeting, the students' paragraph was better than their paragraph in other meetings before. There was an improvement in used "have, has, there is and there are". Their content and organization was better, but little of them still had mistakes in grammar and mechanics. In this meeting students had familiar with the technique and the class was run succesfully.

The fifth meeting was the same as the previous meeting. But, in this meeting the researcher gave a different topic to the students. The topic at this meeting was about “Favorite Teacher”. In this meeting, the students had mastered the role of the dictogloss technique and the class was run successfully. In this meeting, the students had chosen one of their favourite teachers in the school to described in writing a descriptive paragraph. The students had familiar with the generic structure of the descriptive paragraph. Their content and organization were good but, surely there were still mistakes in their paragraph. Some of them still had mistakes in word choice, grammar, and mechanics.

At the end of the research. After doing fourth treatments, the researcher gave a post-test to the students to measure the improvement of the students’ ability after treatment was done. Before giving post-test, the researcher gave a reward to a group who had the best paragraph to appreciate their team working in writing descriptive paragraph. The researcher sums up the score of each the paragraph in first treatment until the last treatment. And the last, the researcher chose the second group became the winner. In this group, there were St.Zahra Saini, Mutyani Arisna, St. Rahma Sindar, Dhiva Ramadhani, and Rosnaeni.

From the first meeting until the last meeting the students could described all types of descriptive text, they could describing a place, animal, and person. And during the research at MTs DDI At-taqwa Jampue Pinrang the researcher does not has difficulty because the teachers and all of the staff at the school were very welcome, and also the students were feeling very happy with the researcher. It made the researcher feel comfortable and confident to did the research, so the research was run successfully. It proved that began at the first meeting until the last meeting the

students always cooperative and enjoy the learning process in the classroom. It could be assumed that the using of dictogloss technique towards students' ability in writing descriptive paragraph was appropriate with the planning of the researcher that had been discussed previously. In this case, every action was planned as good as possible. So that, the writing activities could be accomplished well.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion of the research about the effect of using of dictogloss technique towards students' ability in writing descriptive paragraph.

#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in the previous chapter, the finding of the research showed the positive impact in the students' ability in writing descriptive paragraph. This research is categorized pre-experiment research design, the objective of the research is to find out whether dictogloss technique able or not to improve students' ability in writing descriptive paragraph. Therefore, the researcher concludes that there is a difference of students' ability in writing before and after giving treatment with used dictogloss technique.

It can be proved by looking at the mean score of the students' ability in pre-test and post-test. The mean score of pre-test (34,53) is lower than the mean score of post-test (57,74). Then, the value of t-test (9,03) was greater than the t-table value (2,101). It means the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So, the researcher concludes that the use of dictogloss technique able to improve students' ability in writing descriptive paragraph of second-grade students at MTs DDI At-taqwa Jampue Pinrang.

#### 5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

##### 5.2.1 For English Teachers

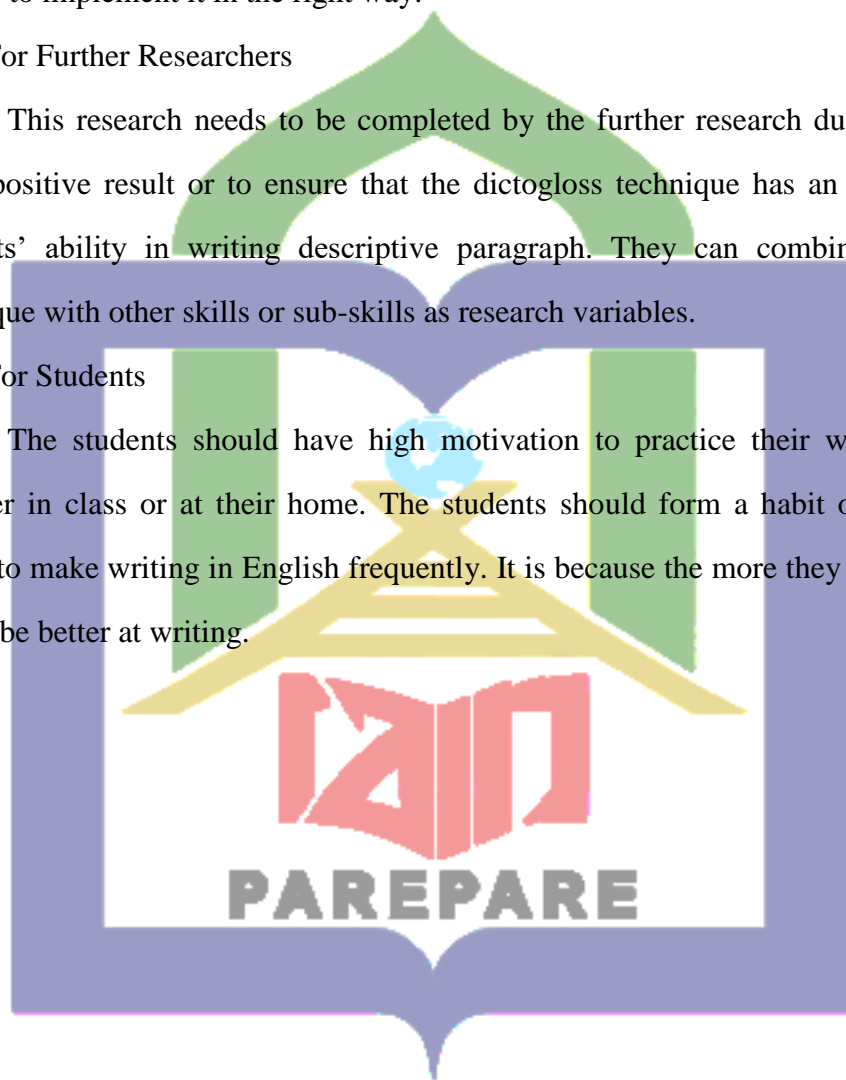
Dictogloss technique can be a new way for teachers in teaching English. So that, the teacher should consider to implements such a strategy which would improve the students' achievement in any subjects. As in this study, the researcher gave a view of how to implement it in the right way.

#### 5.2.2 For Further Researchers

This research needs to be completed by the further research due to gain the more positive result or to ensure that the dictogloss technique has an influence on students' ability in writing descriptive paragraph. They can combine dictogloss technique with other skills or sub-skills as research variables.

#### 5.2.3 For Students

The students should have high motivation to practice their writing ability whether in class or at their home. The students should form a habit of writing by trying to make writing in English frequently. It is because the more they practice they would be better at writing.





## BIBLIOGRAPHY

- Anisa. 2018. "The Effectiveness of Clustering Technique on Students' Writing Ability of Descriptive Text (A Quasi-experimental Study at the Seventh Grade Students of MTs Islamiyah Ciputat in Academic Year 2016/2017)". Skripsi Sarjana; Faculty of Education Sciences: Jakarta.
- Astuti, Handrini. 2017. "The Influence of Using Dictogloss Technique towards Students' Writing Ability in Analytical Exposition Text at The First Semester of The Eleventh Grade of SMA Karya Mataram South Lampung in Academic Year of 2016/2017". Skripsi Sarjana; Tarbiyah and Teacher Training Faculty: Lampung.
- Bahar, Kaharuddin. 2013. *The Communicative Competence-Based English Language Teaching*. Yogyakarta: Trust Media.
- Brown, H.Douglas. 2001. *Teaching by principles: An Interactive Approach to Language Pedagogy* 2<sup>nd</sup> edition. New York: Longman Group.
- Burns, Robert. 2000. *Introduction to Research Method*. Melbourne: Longman Australia Pty Ltd.
- Depdikbud. 1997. *Petunjuk Pedoman Belajar dan Sistem Penelitian*. Jakarta: Depdikbud.
- "Description." 2018. *Longman Dictionary of Contemporary English Online*. <https://www.ldoceonline.com/dictionary/description> (28 April).
- Dewi, Ratna Sari. 2018. "Teaching Writing through Dictogloss", *IJEE*, vol. 1 no.4 (2014), <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/viewFile/1750/1457> (accessed on 18 January)
- Davis, Paul and Mario Rinvolucri. 1988. *Dictation New Methods, New Possibilities*. New York: Cambridge University Press.
- Fikri, Abid Choirul. 2016. "The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text (A Quasi-Experimental Study at the First Grade Students of SMA PGRI 56 Ciputat Tangerang Selatan in Academic Year 2015/2016)". Skripsi Sarjana; Faculty of Tarbiyah and Teachers' Training: Jakarta.
- Gay, L. R. 1981. *Education Research: Competencies for Analysis and Application Second Edition*. Columbus: Charles E Meril Publishing.
- Haryati, Novia. 2014. "The Effect of Using Dictogloss Technique on Students' Reading Comprehension in Narrative Text at State Junior High School 2



- Kampar”. Skripsi Sarjana; Faculty of Education and Teacher Training: Riau.
- Heaton, J.B. 1988. *Writing English Language Test*. New York: Longman Group UK Limited.
- Hermer, Jeremy. 2007. *How to Teach English, new edition*. England: Pearson Education Limited.
- \_\_\_\_\_. 2004. *How to Teach Writing*. England: Pearson Education Limited.
- Hogue, Ann. 1996. *First Steps in Academic Writing*. Addison: Wesley Publishing Company inc.
- Jozsef, Horvath . 2001. *Advanced Writing in English as a Foreign Language A Corpus-Based Study of Process and Product*. Hongaria: Lingua Franca Csoport. [http://www.geocities.com/writing\\_site/thesis](http://www.geocities.com/writing_site/thesis) (accessed on 15 March 2018).
- Langan, John. 2001. *English Skills 7<sup>th</sup> edition*. New York: McGraw Hill.
- Mardiyah, Denil, Saunir Saun, and Refnaldi. 2018. “The Second Grade Students’ Ability in Writing a Descriptive Text at SMP N 1 CANDUNG, *Journal of English Language Teacing*, Vol. 1 No.2 (Maret 2013). <http://ejournal.unp.ac.id/index.php/jelt/article/view/1963> (accessed on 29 July)
- Oshima, A and A. Hogue. 1997. *Introduction to Academic Writing 2<sup>nd</sup> edition*. New York: Addison Wesley Longman Inc.
- Oxford University Press. 2003. *Oxford Learner’s Pocket Dictionary Third Edition*. Printed in China.
- Richards, Jack C. and Willy A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Sattler, Jarome M. 1988. *Assesment of Children*. San Dieogo: Jerome M. Sattler publisher.
- Sudijono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sugiyono. 2015. *Metode Peneitian Pendidikan Pendekatan Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
- Thornbury, Scott. 1999. *How to Teach Grammar*. England: Pearson Education Limited.

- Vasiljefic, Zorana. 2018. "Dictogloss as an Integrative Method of Teaching Listening Comprehension to L2 Learners", *English Language Teaching*, Vol. 3 No. 1 (March 2010).  
<http://www.ccsenet.org/journal/index.php/elt/article/view/5212> (accessed on 29 July)
- Wardani, Imelda, Hasan Basri, and Abdul Waris, 2018. "Improving the Ability in Writing Descriptive Text Through Guided-Question", *e-Journal of English Language Teaching Society (ELTS)*, Vol.2 No.1 (2014).  
<http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/viewFile/3025/2099> (accessed on 24 April)
- Wardiman, Artono, Masduki B. Jahur, and M.Sukirman Djusma. 2008. *English in Focus: for Grade VII Junior High School(SMP/MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.



Appendix 1. Students' score of Pre-test and Post-test

Number	Students	Students' Score	
		Pre-test	Post-test
1	Asni Abdi	30	63
2	Asni P. Pattonrong	25	60
3	Dhiva Ramadhani	38	63
4	Fahra Sangrilla	34	50
5	Irmaya Alyasari	39	73
6	Lisnayanti	45	68
7	Musdalifa	30	55
8	Mutyani Arisna	30	63
9	Nur Aliyah	43	63
10	Nurul Gista	25	50
11	Nur Halisah	38	55
12	Nurul Ilmi	25	75
13	Nur Isya	38	55
14	Rosnaeni	25	38
15	Sitti Rahma Sinar	30	50
16	Sitti Dzahra Saini	54	85
17	Windi	34	43
18	Nur Ainun	25	38
19	Fitrah Hidayah	48	50
<b>Total</b>		<b>656</b>	<b>1097</b>

## Appendix 2. The Value of T-table

**TABEL II**  
**NILAI-NILAI DALAM DISTRIBUSI t**

dk	$\alpha$ untuk uji dua pihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	$\alpha$ untuk uji satu pihak (one tail test)			0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
$\infty$	0,674	1,282	1,645	1,960	2,326	2,576

## Appendix 3. Instrument of the Research

**PRE-TEST**

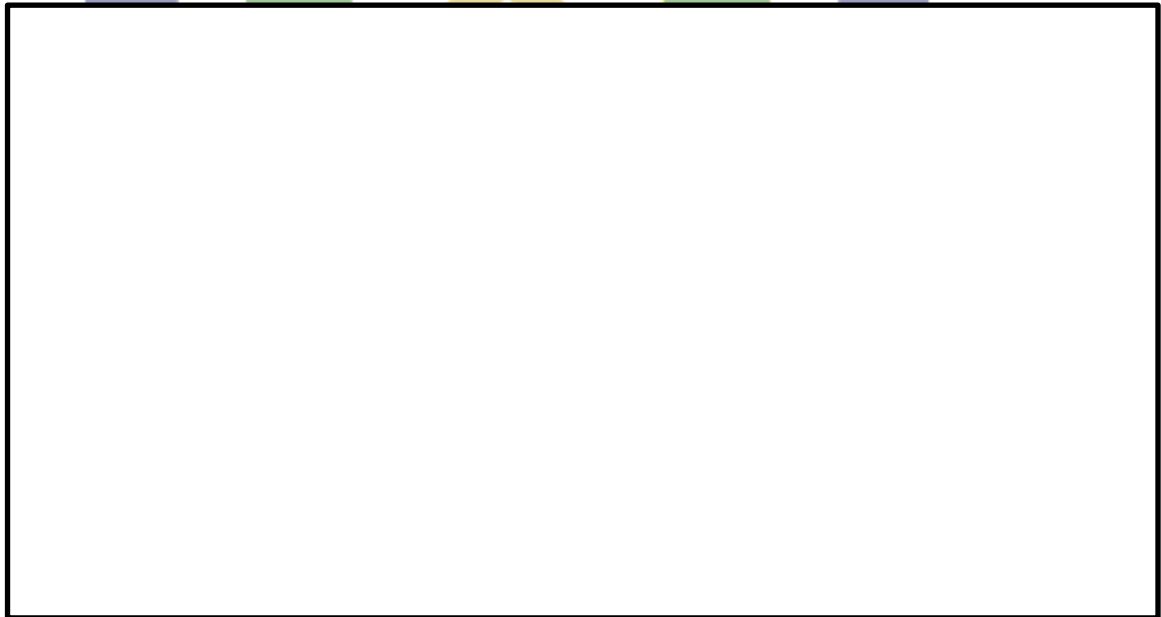
Name :

Class :

Day/Date :

Instruction :

1. Write your full name, class and day/date
2. Write a descriptive paragraph about **Waetuo Beach**.
3. Scoring will be based on content, organization (identification, description), grammar, vocabulary and mechanics.
4. Your writing should consist of least 2 paragraph, and maximum word at least 150 words.
5. Do not forget to write the title.



## POST-TEST

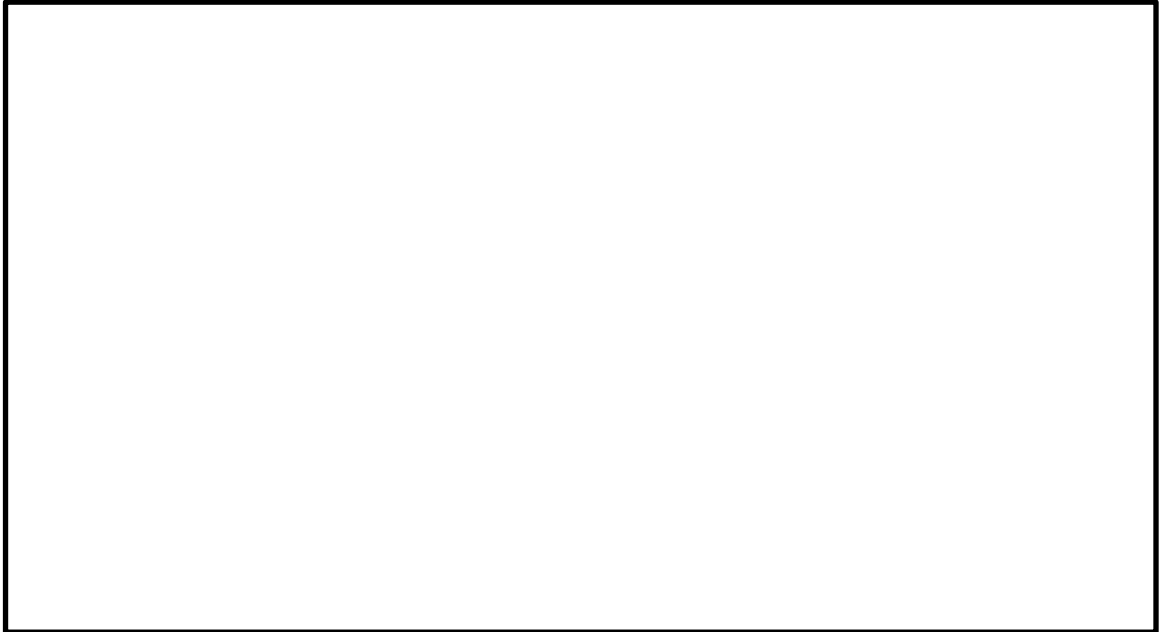
Name :

Class :

Day/Date :

Instruction :

1. Write your full name
2. Write a descriptive paragraph about “**Best Friend**”
3. Scoring will be based on content, organization (Identification, description), grammar, vocabulary and mechanics.
4. Your writing should consist of least 2 paragraph, and maximum word at least 150 words.
5. Do not forget to write the title.



## Appendix 4. Students' Writing Test in Pre-test

**PRE-TEST**

Name : St. Zahra Saini

Class : VIII<sup>1</sup>

Day/Date : Friday, 02, November, 2020

Instruction :

$$\frac{21,5}{40} \times 10 = 5,4$$

1. Write your full name, class and day/date
2. Write a descriptive paragraph about Waetuo Beach.
3. Scoring will be based on content, organization (identification, description), grammar, vocabulary and mechanics.
4. Your writing should consist of least 2 paragraph, and maximum word at least 150 words.
5. Do not forget to write the title.

Waetuo Beach

\* oneday right sunday. I am and family leave to the waetuo Beach, ~~that~~ <sup>there</sup> is ~~all~~ <sup>mach</sup> coconut tree and ~~all~~ <sup>mach</sup> choper food and drink.

Waetuo Bee

\* ~~Beach~~ That is Beach, in village Waetuo there ~~all~~ <sup>mach</sup> leard swimming, there ~~all~~ <sup>all see</sup> ~~mach~~ sunset, too mach eat fish burn, mach play ball volly. there too mach flowers and mach Trunk scattered.

3(C) + 3(O) + 1(G) + 2(W) + 1(M) = 21,5



### PRE-TEST

Name : Irtaya Alvasari  
 Class : VIII.1  
 Day/Date : Friday, 02/11/2018  
 Instruction :

$$\frac{15}{40} \times 20 = 3,9$$

1. Write your full name, class and day/date
2. Write a descriptive paragraph about Waetuo Beach.
3. Scoring will be based on content, organization (identification, description), grammar, vocabulary and mechanics.
4. Your writing should consist of least 2 paragraph, and maximum word at least 150 words.
5. Do not forget to write the title.

Waetuo Beach

The day I'm goes to waetuo for agenda family sudelayi agenda that in village Waetuo. every from fileed we in beach together my friends.

Pass we playing in beach. that there <sup>are</sup> boats and some big person <sup>people</sup> there word fisherman? because there near with beach. And Waetuo is one of a four usually visitit.

$1(c) + 2(s) + 2(s) + 2(w) + 1(m) = 15,5$



## Appendix 5. Students' Writing Test in Post-test

**POST-TEST**

Name : St. Zahra Gairi

Class : VIII. 1

Day/Date : 21 November - 2018, Westday Wednesday

Instruction :

1. Write your full name
2. Write a descriptive paragraph about your bestfriend.
3. Scoring will be based on content, organization(Identification, Description), grammar, vocabulary and mechanics.
4. Maximum word at least 150 words.
5. Do not forget to write the title.

$$\frac{33,5}{40} \times 10 = 8,4$$

My Best Friend

I have a bestfriend. Her name Mulyani Arisma. I <sup>call her</sup> calling "Mutu". She lives in Labalakang with grandmother. She is thirteen years old.

She have short hair, tall. She likes doll doraemon. like color oranges. She has white skin and beautiful. She Very talkative. She like bread and drinking grape. She is Very respectful. She is hobby Volley Ball. She is like Write Dear Diary. She Very kind and Very diligent.

4 (C) + 4 (O) + 3 (G) + 3 (W) + 2 (M) = 33,5

## POST-TEST

Name : Irmayla Aiyasari  
 Class : viii.  
 Day/Date : Wednesday, 21 / November / 2018  
 Instruction :

1. Write your full name
2. Write a descriptive paragraph about your bestfriend.
3. Scoring will be based on content, organization (Identification, Description), grammar, vocabulary and mechanics.
4. Maximum word at least 150 words.
5. Do not forget to write the title.

$$\frac{28,5}{90} \times 10 = 7,2$$

◀◀ My Friend Kind ▶▶

I have a friend. Her name Nur Aliyah. She is attain the old 13 year. Aliyah lives in Jampoe. She is was born in 30/04/2005. She is very respectful and kind. She has a long hair and face beautiful.

Aliyah is a student clever in my class. She is very respectful and diligent. Every night she is always study. She is very like eat pudding. The sport which she most likes is badminton. She is like watch film cartoon. I am very loves her because she is Very Kind.

$$3(c) + 9(o) + 2(G) + 3(w) + 2(m) = 28,5$$

## Appendix 6. Lesson Plan

**(RPP)**

Sekolah : MTs DDI JAMPUE PINRANG  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII/1  
Materi Pokok : Menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu  
Alokasi Waktu : 8 X40MENIT (4 pertemuan)

**A. Kompetensi Inti**

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
3.5 Merespon makna dan langkah-langkah retorika dalam esai sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.	3.5.1	Mengidentifikasi makna kata dalam teks yang dibaca
	3.5.2	Mengidentifikasi makna kalimat dalam teks yang dibaca
	3.5.3	Mengidentifikasi komponen/struktur dari text descriptive
	3.5.4	Mengidentifikasi ciri-ciri dari benda/orang/tempat yang dideskripsikan

**Fokus penguatan karakter:** Sikap santun, peduli, dan percaya diri

### C. Tujuan Pembelajaran

- Siswa dapat menuliskan generic structure dalam descriptive text.
- Siswa dapat mengidentifikasi bagian bagian dalam descriptive text.
- Siswa dapat mengidentifikasi ciri-ciri dari benda/tempat yang dideskripsikan

### D. Materi Pembelajaran

#### 1. Metode Pembelajaran

Scientific Approach

#### 2. Media/ Alat dan Bahan

Media/Alat: laptop, gambar.

#### 3. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VIII, edisirevisi dan sumber lain yang sesuai.

#### 4. Langkah-langkah Kegiatan Pembelajaran

##### Pertemuan 1

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
<b>Kegiatan Awal</b>	<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa.</li> <li>• Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa.</li> <li>• Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</li> </ul>	<b>10 Menit</b>
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Pendidik memperkenalkan dictogloss technique kepada siswa dengan menjelaskan pengertian, manfaat dan prosedur pembelajaran dictogloss technique.</li> <li>• Siswa dibagi ke dalam kelompok, yang mana setiap kelompok terdiri dari 4 atau 5 siswa.</li> <li>• Pendidik memberikan kertas yang berisi beberapa kata kunci yang akan muncul dalam teks dan sebuah gambar yang mengilustrasikan topik yang akan dipelajari. Judul topik yang akan digunakan dalam pertemuan ini adalah “<i>Library</i>”</li> <li>• Pendidik mendiktekan teks “<i>Library</i>” kepada siswa sebanyak 2 kali dengan</li> </ul>	<b>60 Menit</b>

	<p>kecepatan yang biasa. Pada pembacaan teks yang pertama siswa diminta untuk hanya mendengarkan tanpa menulis apapun. Pada pembacaan teks yang kedua, siswa diminta untuk menulis kata kunci tentang informasi penting yang dapat mereka dapat ketika didiktekan tanpa mengkhawatirkan mengenai penulisan atau tata bahasa yang benar.</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk berdiskusi dengan teman kelompok mereka. Mereka diminta untuk mengumpulkan kata kunci dari setiap anggota kelompok untuk kemudian digabungkan, dan menyusunnya kembali menjadi teks yang baru. Teks tidak harus menggunakan kata-kata yang sama persis dengan teks asli, tapi makna dari teks yang baru haruslah sama dengan teks yang asli.</li> <li>• Siswa diminta untuk memilih salah satu teman satu kelompok mereka untuk membacakan hasil pekerjaan mereka di depan kelas. Kelompok yang lain diminta untuk memperhatikan teks yang dibacakan oleh kelompok lain. Kemudian, mereka diminta untuk menganalisis dan memberikan umpan balik kepada kelompok lain dengan memberikan komentar atau saran terhadap pekerjaan kelompok lain dengan memperhatikan teks dalam aspek content, grammar, organization dll.</li> </ul>	
<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>• Pendidik memberikan kesimpulan pembelajaran dan meminta siswa</li> </ul>	<b>10 Menit</b>



	<p>untuk bertanya tentang materi yang belum mereka mengerti dan kemudian pendidik akan menjawab pertanyaan tersebut.</p> <ul style="list-style-type: none"> <li>• Pendidik menutup pelajaran dengan berdoa dan memberi salam.</li> </ul>	
--	--	--

## Pertemuan 2

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
<b>Kegiatan Awal</b>	<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa.</li> <li>• Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa.</li> <li>• Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</li> </ul>	<b>10 Menit</b>
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Siswa diminta untuk duduk kembali bersama dengan teman kelompok mereka seperti pada pertemuan sebelumnya.</li> <li>• Pendidik memberikan kertas yang berisi beberapa kata kunci yang akan muncul dalam teks sebuah gambar yang mengilustrasikan topik yang akan dipelajari. Judul topik yang akan digunakan dalam pertemuan ini adalah <i>"The Ant"</i></li> <li>• Pendidik mendiktekan teks <i>"The Ant"</i> kepada siswa sebanyak 2 kali dengan</li> </ul>	<b>60 Menit</b>

	<p>kecepatan yang biasa. Pada pembacaan teks yang pertama siswa diminta untuk hanya mendengarkan tanpa menulis apapun. Pada pembacaan teks yang kedua, siswa diminta untuk menulis kata kunci tentang informasi penting yang dapat mereka dapat ketika didiktekan tanpa mengkhawatirkan mengenai penulisan atau tata bahasa yang benar.</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk berdiskusi dengan teman kelompok mereka. Mereka diminta untuk mengumpulkan kata kunci dari setiap anggota kelompok untuk kemudian digabungkan, dan menyusunnya kembali menjadi teks yang baru. Teks tidak harus menggunakan kata-kata yang sama persis dengan teks asli, tapi makna dari teks yang baru haruslah sama dengan teks yang asli.</li> <li>• Siswa diminta untuk memilih salah satu teman satu kelompok mereka untuk membacakan hasil pekerjaan mereka di depan kelas. Kelompok yang lain diminta untuk memperhatikan teks yang dibacakan oleh kelompok lain. Kemudian, mereka diminta untuk menganalisis dan memberikan umpan balik kepada kelompok lain dengan memberikan komentar atau saran terhadap pekerjaan kelompok lain dengan memperhatikan teks dalam aspek content, grammar, organization dll.</li> </ul>	
<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>• Pendidik memberikan kesimpulan kepada peserta didik.</li> </ul>	<b>10 Menit</b>



	<ul style="list-style-type: none"> <li>• Pendidik memberi kesempatan kepada peserta didik untuk menanyakan pelajaran yang kurang dimengerti dan menjawabnya.</li> <li>• Pendidik menutup pelajaran dengan berdoa dan memberi salam.</li> </ul>	
--	--	--

## Pertemuan 3

Tahap Pembelajaran	Kegiatan Pembelajaran	Waktu
<b>Kegiatan Awal</b>	<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa.</li> <li>• Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa.</li> <li>• Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</li> </ul>	<b>10 Menit</b>
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Siswa diminta untuk duduk kembali bersama dengan teman kelompok mereka seperti pada pertemuan sebelumnya.</li> <li>• Pendidik memberikan kertas yang berisi beberapa kata kunci yang akan muncul dalam teks dan sebuah gambar yang mengilustrasikan topik yang akan dipelajari dan. Judul topik yang akan digunakan dalam pertemuan ini adalah “<i>A Chicken</i>”</li> <li>• Pendidik mendiktekan teks “<i>A Chicken</i>” kepada siswa sebanyak 2</li> </ul>	<b>60 Menit</b>

	<p>kali dengan kecepatan yang biasa. Pada pembacaan teks yang pertama siswa diminta untuk hanya mendengarkan tanpa menulis apapun. Pada pembacaan teks yang kedua, siswa diminta untuk menulis kata kunci tentang informasi penting yang dapat mereka dapat ketika didiktekan tanpa mengkhawatirkan mengenai penulisan atau tata bahasa yang benar.</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk berdiskusi dengan teman kelompok mereka. Mereka diminta untuk mengumpulkan kata kunci dari setiap anggota kelompok untuk kemudian digabungkan, dan menyusunnya kembali menjadi teks yang baru. Teks tidak harus menggunakan kata-kata yang sama persis dengan teks asli, tapi makna dari teks yang baru haruslah sama dengan teks yang asli.</li> <li>• Siswa diminta untuk memilih salah satu teman satu kelompok mereka untuk membacakan hasil pekerjaan mereka di depan kelas. Kelompok yang lain diminta untuk memperhatikan teks yang dibacakan oleh kelompok lain. Kemudian, mereka diminta untuk menganalisis dan memberikan umpan balik kepada kelompok lain dengan memberikan komentar atau saran terhadap pekerjaan kelompok lain dengan memperhatikan teks dalam aspek content, grammar, organization dll.</li> </ul>	
<p><b>Kegiatan Penutup</b></p>	<ul style="list-style-type: none"> <li>• Pendidik memberikan kesimpulan kepada peserta didik.</li> <li>• Pendidik memberi kesempatan kepada</li> </ul>	<p><b>10 Menit</b></p>

	<p>peserta didik untuk menanyakan pelajaran yang kurang dimengerti dan menjawabnya.</p> <ul style="list-style-type: none"> <li>• Pendidik menutup pelajaran dengan berdoa dan memberi salam.</li> </ul>	
--	---	--

Pertemuan ke empat

<b>Tahap Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Waktu</b>
<b>Kegiatan Awal</b>	<ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa.</li> <li>• Ketua kelas menyiapkan temannya dan berdoa untuk memulai pembelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin dan memotivasi siswa.</li> <li>• Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.</li> </ul>	<b>10 Menit</b>
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Siswa diminta untuk duduk kembali bersama dengan teman kelompok mereka seperti pada pertemuan sebelumnya.</li> <li>• Pendidik memberikan kertas yang berisi dan sebuah gambar yang mengilustrasikan topik yang akan dipelajari dan beberapa kata kunci yang akan muncul dalam teks. Judul topik yang akan digunakan dalam pertemuan ini adalah "<i>Favorite Teacher</i>"</li> <li>• Pendidik mendiktekan teks "<i>Favorite Teacher</i>" kepada siswa sebanyak 2</li> </ul>	<b>60 Menit</b>

	<p>kali dengan kecepatan yang biasa. Pada pembacaan teks yang pertama siswa diminta untuk hanya mendengarkan tanpa menulis apapun. Pada pembacaan teks yang kedua, siswa diminta untuk menulis kata kunci tentang informasi penting yang dapat mereka dapat ketika didiktekan tanpa mengkhawatirkan mengenai penulisan atau tata bahasa yang benar.</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk berdiskusi dengan teman kelompok mereka. Mereka diminta untuk mengumpulkan kata kunci dari setiap anggota kelompok untuk kemudian digabungkan, dan menyusunnya kembali menjadi teks yang baru. Teks tidak harus menggunakan kata-kata yang sama persis dengan teks asli, tapi makna dari teks yang baru haruslah sama dengan teks yang asli.</li> <li>• Siswa diminta untuk memilih salah satu teman satu kelompok mereka untuk membacakan hasil pekerjaan mereka di depan kelas. Kelompok yang lain diminta untuk memperhatikan teks yang dibacakan oleh kelompok lain. Kemudian, mereka diminta untuk menganalisis dan memberikan umpan balik kepada kelompok lain dengan memberikan komentar atau saran terhadap pekerjaan kelompok lain dengan memperhatikan teks dalam aspek content, grammar, organization dll.</li> </ul>	
<p><b>Kegiatan Penutup</b></p>	<ul style="list-style-type: none"> <li>• Pendidik memberikan kesimpulan kepada peserta didik.</li> <li>• Pendidik memberi kesempatan kepada</li> </ul>	<p><b>10 Menit</b></p>

	<p>peserta didik untuk menanyakan pelajaran yang kurang dimengerti dan menjawabnya.</p> <ul style="list-style-type: none"> <li>• Pendidik menutup pelajaran dengan berdoa dan memberi salam.</li> </ul>	
--	---	--

### 5. Penilaian, Pembelajaran

Instrumen : Tes menulis

Bentuk : Tes essay

Instrument: : Lembar berisi soal

Pedoman Penilaian:

$$\text{Score: } \frac{3C + 20 + 2G + 1,5W + 1,5M}{40} \times 10$$

Rubric Penilaian : **Scoring rubric for students' descriptive text.**

ASPEK	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
CONTENT (C) (30%) Topic Detailed	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
ORGANIZATION (O) (20%) Identification Description	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	

GRAMMAR (G) 20% Use present tense Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
WORD CHOICE (W) 15% Vocabulary	4	Effective choice and words and word forms.	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of words, word forms and not understandable.	
MECHANIC (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

Pengetahuan: penggunaan rubrik untuk mengukur ketercapaian fungsi sosial, kelengkapan dan keruntutan struktur teks, dan ketepatan unsur kebahasaan yang tampak pada proses dan hasil belajar.

## 6. Materi Ajar

- **Descriptive paragraph for first meeting “Library”**





**Keywords:**

Window: Jendela      Library guard: Penjaga perpustakaan

Storybook: Buku Cerita      Borrow: Meminjam

Friendly: Ramah      Visitor: Pengunjung

**“Library”**

A library is a place where we can borrow books. A library has many kinds of books. There are school books, storybooks, dictionaries and other. My school library has many windows that make the library cool and the library guard is also friendly to visitors. It makes the students feel enjoy in that room.

- **Descriptive paragraph for second meeting**

**“The Ant”****Keywords:**

Legs: Kaki

Colony: Koloni

Stinger: Penyengat

Bite: Menggigit

Antennae: Antena

Threatened: Terganggu

### “The Ant”

Ants are small insects. Ants six legs and some ants have a stinger. They all have two antennae. They work together to find food. The group of ants living in a nest is called a colony. The small ants in the colony work together. They bite their enemies if they feel threatened.

- **Descriptive paragraph for third meeting**

### “A Chicken”



#### Keywords:

Wing: Sayap

Leg: Kaki

Beak: Paruh

Fly: Terbang

Crow: Berkokok

Arm: Lengan

### “A Chicken”

I have a chicken. It has two short legs and two short arms with three fingers. It always crows in the morning. Chicken usually have white fur, a sharp beak to find it's prey and chicken also have one pair of wings, but they can't fly in a long time.



- Descriptive paragraph for fourth meeting

**“Favourite Teacher”**



**Keywords:**

Kind: Baik hati

Friendly: Ramah

Ability: Kemampuan

Enjoy: Nyaman

**“Favourite Teacher”**

My favourite teacher is my English teacher, and she the best teacher that I have ever had. She has the ability to make students feel enjoy in her class. she is very beautiful and friendly. I love her very much.

**PAREPARE**

Appendix 7. Documentation









**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠  
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 2884 /In.39/PP.00.9/10/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. PINRANG  
di  
KAB. PINRANG

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : FAUZIAH  
Tempat/Tgl. Lahir : KESSIE, 09 April 1997  
NIM : 14.1300.090  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : KASSIE KELURAHAN LANRISANG KECAMATAN LANRISANG KABUPATEN PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

**"THE EFFECT OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH OF SECOND-GRADE STUDENTS AT MTs DDI AT-TAQWA JAMPUE PINRANG "**

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya /ang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

30 Oktober 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi





**PEMERINTAH KABUPATEN PINRANG**  
**SEKRETARIAT DAERAH**

Jl. Bintang No. Telp. ( 0421 ) 923058 - 922914  
PINRANG 91212

Pinrang, 31 Oktober 2018

Nomor : 070/ 655 /Kemasy.

Kepada

Lampiran : -

Yth, Kepala MTs DDI AT-TAQWA JAMPUE

Perihal : Rekomendasi Penelitian.

di-

Tempat.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL) Institut Agama Islam Negeri (IAIN) Parepare Nomor:B2884/In.39/PP.00.9/10/2018 tanggal 30 Oktober 2018 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama : **FAUZIAH**  
NIM : 14.1300.090  
Pekerjaan/Prog.Studi : Mahasiswi/Pendidikan Bahasa Inggris  
Alamat : Kassie Kel.Lanrisang Kec.Lanrisang  
Kab.Pinrang  
Telepon : 082199484606.

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "*THE EFFECT OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH OF SECOND-GRADE STUDENTS AT MTs DDI AT-TAQWA JAMPUE PINRANG*" yang pelaksanaannya pada tanggal 01 November s/d 30 November 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

  
PEMERINTAH KABUPATEN PINRANG  
Asisten Pemerintahan dan Kesra  
**Des. RISMAN LAUPE**  
Pangkat : Pembina Utama Muda  
Nip : 19590305 199202 1 001

Tembusan:

1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
5. Kepala Badan Keshbang dan Politik Kab.Pinrang di Pinrang;
6. Plt Wakil Rektor Bid.APL IAIN Parepare di Parepare;
7. Camat Lanrisang di Jampue;
8. Yang bersangkutan untuk diketahui;
9. Arsip.

**PONDOK PESANTREN DARUL-QUR'AN ATTAQWA JAMPUE**  
**MADRASAH TSANAWIYAH**  
**KECAMATAN LANRISANG KABUPATEN PINRANG**  
*Jln. PorosWaetuo, No. 199, Kessie*

---

**SURAT KETERANGAN MELAKSANAKAN PENELITIAN**

Nomor : 005 /MTs 21.01.18/ 18 / 1/2019

Yang bertanda-tangan di bawah ini Kepala Madrasah Tsanawiyah Attaqwa Jampue Kecamatan Lanrisang Kabupaten pinrang Menerangkan bahwa:

Nama	: FAUZIAH
Pekerjaan	: Mahasiswi IAIN Parepare
Nim	: 14.1300.090
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Kessie, Kel.Lanrisang, Kec.Lanrisang, Kab.Pinrang

Benar telah melaksanakan penelitian di MTs Attaqwa Jampue mulai tanggal 1 November S.d 30 November 2018 berdasarkan Surat Sekretaris Daerah Kabupaten Pinrang Nomor 070/655/Kemasy tanggal 31 Oktober 2018, yang merupakan salah satu syarat akademik dalam penyelesaian Skripsi dengan judul : ***"THE EFFECT OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH OF SECOND-GRADE STUDENTS AT MTs DDI AT-TAQWA JAMPUE PINRANG"***

Demikian Surat Keterangan ini Kami berikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Jampue, 12 Januari 2019

**Kepala Madrasah Tsanawiyah**



**H. A. L. S. S.**  
NIP.-

## CURRICULUM VITAE



Fauziah was born on April 09<sup>th</sup>, 1997 in Kessie, Kel. Lanrisang, Kec. Lanrisang, Kab. Pinrang. She is daughter of Kamal and Fadilah. She is the youngest child. She has one sister and one brother. They are Faisah and Sumardi. The researcher began her study in Elementary School 59 Lanrisang and graduate in 2010. After that, she continued her study in SMP Negeri 1 Lanrisang Kab.Pinrang and graduated in 2011. In the same year, she continued her study in SMK Negeri 1 Pinrang and graduated in 2014. In the same year she continued her study at State Islamic Institute of Parepare. She was majoring in English Program in Tarbiyah and Adab Department. Now she was finished her skripsi under the title “ **The Effect of Using Dictogloss Technique towards Students’ Ability in Writing Descriptive Paragraph of Second-Grade Students at MTs DDI At-taqwa Jampue Pinrang**”.

